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CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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EDITORIAL COMMENT AND NEWS NOTES

REPORTS OF THE PROFESSIONAL COMMITTEES OF THE CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

The California Elementary School Principals Association under the leadership of Miss Sarah Young, President, carried on a number of studies relating to the problems of the elementary school principal. It was the hope of the Association that the study of a number of such professional problems would stimulate discussion and further work in the local organizations during the coming school year. The reports which follow were given by the various committee chairmen at the State Council meeting in Oakland, April 13, 1935, and show the progress of the studies undertaken.

TRENDS IN ELEMENTARY SCHOOL PROCEDURES

The Committee on Trends in Elementary School Procedures consisted of Gertrude Best Hammond, Los Angeles, Chairman; Louise Graf, Los Angeles, Charles Lee Johns, Hollywood; Verna E. Wells, Santa Ana. The suggestions offered to interested groups and individuals by the Committee, represent a series of educational hurdles built along the lines of the tendencies indicated. The consideration of these tendencies will stimulate research into modern classroom procedures and invite discussion and evaluation by panels in future section meetings.

The Committee notes the following trends in elementary education:

I. TENDENCY TO REGARD EDUCATION AS A CONTINUOUS PROCESS:

Democracy dependent upon an educated electorate
Federal support for underprivileged schools a necessity
Place of the modern school in encouraging leisure time activities of both children and adults
Insistence by educational groups of strict supervision of radio, motion picture, press, and other recreational activities
Possibilities in the public libraries for adult improvement

II. TENDENCY TO TEACH INDIVIDUALS RATHER THAN HOMOGENEOUS GROUPS OF CHILDREN:

Mass education and regimentation incompatible with a progressive program wherein each individual child makes his own contribution

How far shall socialization be carried in classroom organization?

The value of special interests of children in furthering curriculum goals

Is the progressive program which emphasizes recognition of individual differences resulting in an ineffective *group* action on common social issues?

Needed: A restatement of the "Children's Bill of Rights" as evidenced in the progressive classroom

III. TENDENCY TO CLASSIFY CHILDREN INTO LEARNING GROUPS WITH A CONSIDERATION OF SOCIAL AGE RATHER THAN RELYING WHOLLY UPON FORMAL TEST RESULTS:

The Non-failure Program: What is it, and where do we start?

Place of formal tests under a Non-failure Program

Types of reports of progress under the Non-failure Program

IV. TENDENCY TOWARD PARTNERSHIP RELATIONS BETWEEN THE SCHOOL AND THE HOME UPON THE COMMON PROBLEM, GROWTH AND DEVELOPMENT OF THE CHILD:

How far shall the school go in supplementing the normal functions of the home?

Place of parent education in reaching the preschool child

Aiding the home in understanding the adolescent child—a definite challenge to progressive educators

Home visits as a "bond" between school and home

What are teacher training institutions doing to improve parent-teacher understanding and relationships?

What can principals and teachers in service do to bring about community sympathy and understanding?

V. TENDENCY TO TIE UP THE PHYSICAL AND THE EMOTIONAL WITH THE CHILD'S MENTAL AND SOCIAL REACTION:

How can principals best aid teachers in developing case technique in the study of the maladjusted child?

How does the modern school effect discipline and control?

VI. TENDENCY TO APPROACH REMEDIAL TREATMENT THROUGH A SCIENTIFIC DIAGNOSIS OF THE DIFFICULTY:

Recent studies of eye movements in behalf of the non-reader

What do teachers understand about the different types of learning—visual, auditory, manual—in the introduction of word and number symbols?

Recognition of non-reading as a symptom of maladjustment rather than of mental subnormality

VII. TENDENCY TO DO AWAY WITH MARKS, RANKINGS, AND REWARDS, AND TO SUBSTITUTE CONCRETE STATEMENTS AND OPPORTUNITIES TO PARTICIPATE:

What shall be substituted for the report card?

Are standards lost under the unit of work organization?

Types of motivation used in progressive schools

The place of assemblies in furnishing opportunities for recognition

The school newspaper as a means of wholesome reward for worthy school achievement

Use of graphs, charts, and exhibits in lieu of marks

VIII. TENDENCY TO TEACH CHARACTER THROUGH NATURAL SOCIAL SITUATIONS
FOUND ON THE PLAYGROUND AND IN THE CLASSROOM:

What are the schools doing toward development of wholesome leadership?
Use and place of study clubs—nature study, dramatic, travel, etc.—in the elementary schools
Values of dramatic play in character building
Have the appreciation subjects—music, art, speech, play—established their right as fundamentals?

IX. TENDENCY TO STUDY THE CHILD'S STRENGTHS AND WEAKNESSES WITH THE
IDEA OF DEVELOPING AN INTEGRATED PERSONALITY:

Use of behavior charts in aiding schools to rehabilitate the exceptional child
Reports of recent studies of personality

X. TENDENCY TO USE THE POSITIVE APPROACH MORE OFTEN, AND LESS FRE-
QUENTLY RESORT TO THE NEGATIVE:

What are the schools doing toward preventing negative or non-social conduct?
How far shall the schools go in directing out of school leisure time activities?
The Boy Scout, Girl Scout, and other similar organizations in meeting the problem of delinquency
The work of the Coordinating Council in our large cities
The public playground, pro and con, for city children
Is there a place for the merit system organization in the elementary schools?
To what extent can the public schools go in combating negative influences of commercial amusements for children?

CURRICULUM OF THE MALADJUSTED CHILD IN THE
ELEMENTARY SCHOOL

The Committee for the Study of the Curriculum of the Maladjusted Child in Elementary Schools consisted of Mary B. O'Bannon, Berkeley, Chairman; Susie Ward, San Francisco; Max Hamm, Oakland; Inez T. Sheldon, Ojai; Carol Atkinson, San Luis Obispo; W. J. Burkhead, Sacramento; Alma Thompson, Eureka; G. C. Loofbourow, Fresno. This committee undertook to study the problem of children of normal intelligence who are not succeeding in keeping with their mental capacity. The study considered behavior problems, children with physical handicaps, and educational problems. The Committee reported, in part, as follows:

Less thought and study has been devoted to that large group of children who are normal mentally and who still fail. The problem is just as great as that of the subnormal child and will require as great effort, as much scientific study and direction. The results should be far more gratifying, for, when the problem is solved, normal life, socially and mentally, is not only possible but assured.

The tragic misfits in the world today, men and women of normal intelligence who, through some misfortune or neglect, have failed to fill the normal position in life to which their natural endowments entitle them are known to all.

The Committee made a study by means of a questionnaire to secure information concerning children who were not succeeding in their school work. The study was limited to four schools with fifty teachers participating. Data was secured on one hundred fifty children. The study showed that reading, arithmetic and spelling were the subjects in the school curriculum causing pupils the greatest difficulty. The opinions of teachers concerning the probable causes of difficulties were obtained. Improper home environment with the *broken home* heading the list was attributed as a cause 112 times; improper school adjustment with *poor work habits*, *poor foundation work*, *absence* as causes was listed 112 times; social maladjustment was given as the cause 102 times; and physical difficulties with *poor general health* heading the list was mentioned 71 times.

The first task in relation to this problem is to stimulate the teacher's interest. The teacher must assume her share of the responsibility in carrying on a remedial program in relation to the child who is maladjusted in the school.

The larger cities have set up programs to meet the problem of the maladjusted child. Some have psychiatric clinics, physical examinations, special classes, coaching schools or rooms.

Various practices in regard to promotion and retardation complicate the problem. Some cities promote all children. One city reports that 30 per cent of the low first grade children are failed. Other schools have low percentage of failure all through the grades. The relation between failure and social and educational maladjustment has been definitely established by the mental hygienist. The problem presented by the committee is that of meeting the individual needs of individual children.

The Committee recommends the study of pupil adjustment to the school curriculum as one of major interest to principals associations throughout the state.

INTERNATIONAL RELATIONS

The Committee on International Relations consisted of A. B. Leacock, Los Angeles, Chairman; Grace M. Drier and Mary L. Floyd, Los Angeles; Bethel Mellor, Lemoore; Ray Rollin Wilson, Ukiah; Lena Shafer Maze, Modesto; Mary Drake, Ryde; Jessie Mortensen, Salinas. The Committee has made a thorough study of the problem of international relations and methods of fostering attitudes of international friendship by means of the elementary school program. The report of the committee follows:

Concurring in the opinion that the important task which faces our social structure today is that of developing a new point of view capable of seeing beyond national boundaries to embrace the world in which we live and sharing

in the belief that it is possible to develop world understanding and international-mindedness without loss of national loyalty, the committee is happy to present the following report:

HERMAN-JORDAN PLAN:

In hearty accord with the major objectives of the Herman-Jordan Plan, which are,

1. To promote world wide friendship without creating local disloyalty.
2. To create a genuine world understanding, based on knowledge and respect.
3. To realize that education is the only sure agency for producing desirable changes in civilization.
4. To create a passion for and a knowledge of the truth in reference to peoples and nations.
5. To break down prejudices, selfishness, and undue boastfulness and pride on the part of youth.
6. To acquire the proper attitude toward war as opposed to other means of settling disputes between nations.
7. To create a real national patriotism, a patriotism that calls for loyalty without suspicion, distrust, and hatred of other nations and peoples.
8. To strive for fair consideration to be shown toward other nationalists.
9. To create a new state of mind which will transcend national boundaries, translating knowledge into new modes of conduct on the part of the individuals composing all nations.

Realizing the need for a definite plan of procedure in undertaking a program of such magnitude, the committee heartily endorses the Herman-Jordan Plan, with the sincere hope that its aims may be definitely attained.

A preliminary working outline of the plan is herewith presented:

FOREWORD

This plan should contain materials and suggestions which are available to education in all lands.

Teaching has two purposes: (1) to inform with reliable, unprejudiced information, (2) to create attitudes.

This plan is like vocational education which prepares one for doing to a point of skill, a particular kind of work, or like professional training which prepares for a particular type of highly intellectual skills; it prepares for the fine art of people living together in a new world community; it goes beyond the material, the selfish side of life, and assists the individual to act and react with his fellows.

I. AIMS

- (1) Ultimate: World peace and the happiness of mankind.
- (2) Immediate: Understanding, sympathy, and cooperation, goodwill.

II. SOURCES OF MATERIALS

- (1) History: great movements, national contributions, race experience. Biography of great personages. Liberal use of sources of information.
- (2) Literature and Fine Arts: community aspect; universal means of expression; derivations and similarities.
- (3) Applied science as an integrating force in modern life.
- (4) Government international law: comparative governments, world citizenship, world civics.

III. METHODS

- (1) Methods should be intellectual, should lay the foundation for intellectual appreciation, should be adapted to the procedures of several countries.
- (2) THESE METHODS TO BE AVAILABLE THROUGH
 - (1) Classroom instruction
 - (2) International radio
 - (3) Motion pictures
 - (4) International plays and games across border lines
 - (5) Magazine articles, books
 - (6) Contests, creative work, oratorical, essays, art
 - (7) Assembly program and observance of Goodwill Day

IV. RELATED PROBLEMS OF ADMINISTRATION

- (1) Training of teachers
- (2) Educational exchange of students and teachers
- (3) Lectures on the interpretation of national life
- (4) School correspondence and exchange of portfolios

PACT OF PARIS

This committee recommends that a copy of the two essential articles of the Paris Pact be placed in every classroom of America and be memorized by pupils as a part of the supreme law of our land.

The Paris Pact, signed by representatives of fifteen leading nations August 27, 1928, promulgated July 25, 1929, and since adhered to by forty-seven nations, making a total of sixty-two, is now a part of the supreme law of our land and of international law.

In this treaty the nations of the world renounced war and the war method of achieving national policies and pledged themselves to seek the solution of all international differences by pacific means. Secretary Stimson showed how fundamental and epochal this agreement is: it sets off the present and future from all past history. The nations have begun to shape their policies in the light of it. A nation, temporarily controlled by a militaristic and imperialistic party, may disregard the pledge it has solemnly made and thus lose the benefits of the treaty. Or, a nation may set up the claim that its military operations are in self-defense. Such a nation has simply failed to live up to the level of the great agreement. The treaty contains no provision for its abrogation. It was intended to be a permanent document. It was negotiated by the various governments because of the demand of public opinion, according to Secretary Kellogg. Since it was negotiated, public opinion has been greatly consolidated behind it in practically all nations, but particularly in the United States.

THE TWO ESSENTIAL ARTICLES OF THE PARIS PACT ARE

Article I

The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

Article II

The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

DEPARTMENT OF INTERNATIONAL RELATIONS

The committee recommends that a Department of International Relations be established in the Office of Education, United States Department of the Interior, under the direction of the National Commissioner of Education with a similar department in each of the forty-eight individual states, to be organized in the Department of Education.

These administrative units would, in turn, be responsible for requiring a Department of International Relations in all state universities and teacher training institutions, and in the educational administrative personnel of all school districts.

INTERNATIONAL GOODWILL DAY

To establish a better understanding of and a finer appreciation for all peoples of the world, this committee recommends that an annual observance of Goodwill Day, the anniversary of The Hague Tribunal, May 18th, be made obligatory in all public schools.

JUNIOR RED CROSS

It is the opinion of the Committee on International Relations that the Junior Red Cross has definitely established itself as a successful medium of furthering fine relationships and developing splendid attitudes among the children of the world. Eastern and western cultures are being brought into closer contact and lines of nationalism are rapidly being submerged by the depth of international thinking.

We believe the activities of this organization should be advanced by the public schools of America.

LIMITATION OF ARMAMENTS

Believing that an unrestrained international armament program may result in the most disastrous conflict man has ever known, a program of limitation of armaments, land, sea, and air, entered into by all nations, is favored by this committee.

Some 125 years ago, Napoleon said, "The world is governed by two powers—the sword and the spirit. But in the end the spirit will triumph." It is our belief that the expressed desire of the people of the world is that this end may be not far off.

GOVERNMENT CONTROL OF INSTRUMENTALITIES OF WARFARE

Believing that little progress can be made in a program of armament reduction so long as the manufacturing of munitions be left in the hands of private interests and enterprises, we recommend that the manufacturing and sale of all instrumentalities of war be under direct control of the federal government.

WORLD ECONOMIC PLANNING

With an understanding of the interrelations between man, a knowledge of the common life problem of peoples, and realizing the interdependency of all nations of the world, this committee favors a definite program of world economic planning.

A FRIENDLY WORLD

We believe that a definite program of education, provided by the schools of the nations, working with other agencies of civic, social, and governmental life, can be most effective in developing within the individual a feeling of world understanding and goodwill, without the loss of any quality essentially desirable to national citizenship.

If we can create a state of mind in each individual which will permit an appreciation and understanding of world problems, we will have traveled far on the road to a Friendly World and we will have done much toward the developing of World Citizens and the creation of World Peace.

CONCLUSION

The Committee on International Relations expresses its sincere appreciation to all organizations, institutions, and agencies which are engaged in the promotion of International Relations and Goodwill.

We believe that the contributions we can make to the children of the world will be in direct ratio to our capacity to see beyond the confines of the state and national territories to that greater world horizon.

The State Department of Education commends the superior professional program promoted by the California Elementary School Principals Association during the year 1934-1935. The reports have been presented here in considerable detail in order that they may be available for the reference and study of local groups in relation to these important problems.

LEISURE: LOAFING OR LIVING?

School people interested in elementary education are greeting with enthusiasm the appearance of the annual Yearbook of the California Elementary School Principals Association. The title: *Leisure: Loafing or Living?* presents an interesting challenge to the professional reader.

The Yearbook is organized into four chapters. Chapter I: The Significance of Leisure, consists of seven contributions which develop a philosophic background for the more specific materials which follow. The first article, "A New Thing Under the Sun," by Harry A. Overstreet, points out that if leisure is to become an instrument for developing a rich culture we must alter our point of view and no longer "regard leisure as a menace which threatens to undermine our long and virtuous tradition of toil" but as an opportunity for every man to make "fuller use of his distinctive powers."

Individual Growth Through Opportunities Offered by Leisure Time is the title of Chapter II. Approximately half of the Yearbook is devoted to an analysis of the available opportunities for leisure enjoyment. Art, music, poetry, and drama are discussed as cultural approaches. Such aspects of the recreation and health opportunities are presented as physical education activities, playgrounds, and sports.

The contribution to character development includes boys' and girls' clubs, scouting, campfire activities and the church vacation school. Intellectual possibilities of leisure include the public and school library and the opportunities they afford for leisure reading, study groups, the "funnies," the "movies," and hobbies. The elementary school educator will find this chapter rich in suggestions for developing leisure interests in relation to the school program.

Chapter III: Guidance, shows the results that may and do occur when leisure interests are not supplied. The responsibility of the school and community is clear: youth must be provided with the right kinds of recreational opportunities or the restless spirit of youth will find its own leisure employment which may or may not be socially acceptable. The relation of idleness to delinquency makes the problem of leisure a most significant one.

Leisure Beckons is the title of Chapter IV. Two inspirational articles complete the Yearbook, the first pointing the delightful leisure of out-of-doors adventure; the second points out the need of economic security if leisure is to become the privilege of all.

The Yearbook Committee is to be congratulated on the wide variety of points of view presented. Among the contributors are ten elementary school principals, six college professors, four librarians, three members of the State Department of Education, three supervisors of art, three laymen, two assistant superintendents, two newspaper publishers, two supervisors of music, two teachers, two Parent-Teacher Association officers, two psychologists, and, in addition, a city school superintendent, a teachers college president, a director of a community theater, a director of health education, and a city superintendent of recreation.

The yearbook will have values not only for the professional educator but for parents and socially minded citizens as well. It represents a comprehensive picture of the trends indicated for individual and community recreation in the future.

MATERIALS OF INSTRUCTION

The Eighth Yearbook of the Department of Supervisors and Directors of Instruction should be an indispensable volume on the desk of every elementary school principal and supervisor justifying its place in terms of the hours of library work it will obviate by providing readily accessible reference to answer the many questions related to materials of instruction.

The Yearbook limited to such a subject might easily have degenerated into a mere elaborated catalogue of materials but under the able chairmanship of Dr. Fannie W. Dunn the committee has

produced an interpretation of a modern educational philosophy in terms of the material used. Dr. Dunn points out that changing conditions are factors in demanding new types of instructional materials. Modern transportation and communication have annihilated distance making the first-hand experiences of a child entirely inadequate to build needed social understandings. The unselected character of the school population makes unsuitable a merely academic type of instruction. The success of the school in serving to socialize the population will be greatly dependent upon the availability of materials extended considerably beyond the requirements of a school in a simpler social organization.

The most valuable section of the yearbook will probably be the treatment of The Environment as a Primary Source of Materials of Instruction. Recent trends in the social studies curriculum indicate that first-hand experiences must be given ever-increasing emphasis in modern education. Dr. Dunn says

. . . the environment affords opportunities for first-hand experiences and contacts which are basal to understanding of verbal accounts of more remote situations, and which afford data of a most useful type for general ideas of clear and vivid quality.

The yearbook maintains the high professional standard of previous publications of the Department and contributes a valuable addition to a growing literature which shows supervision functioning in relation to a progressive philosophy of education.

PUBLIC SCHOOLS WEEK

Charles Albert Adams, Chairman of the General Committee on Public Schools Week, has made announcement that Public Schools Week will be celebrated April 27-May 2, 1936. It is probably not too early for school people to mark this date in their calendars and begin plans for its observance.

REGIONAL CONFERENCES OF THE PROGRESSIVE EDUCATION ASSOCIATION

Plans are being made for two regional conferences of the Progressive Education Association to be held in California. One conference will be held in Los Angeles October 18-20, 1935. The committee in charge of arrangements for this conference is under the chairmanship of Robert Lane, Assistant Superintendent of Schools, Los Angeles. A conference will also be held in Oakland October 18-19, 1935. Dean Grayson N. Kefauver of Stanford University, is chairman of the committee in charge of arrangements for the Oakland meeting.

STATE CONFERENCES OF ELEMENTARY SCHOOL PRINCIPALS

A tentative schedule for state conferences of elementary school principals has been prepared as follows:

Eureka—October 26, 1935
Los Angeles—November 2, 1935
Sacramento—November 9, 1935
Carmel—April 4, 1936
San Diego—April 10, 1936
Chico—April 18, 1936

Principals and district superintendents are urged to select the sectional meeting which they can attend most conveniently.

CABRILLO DAY

The California State Senate and Assembly by concurrent resolution have designated September 28 as Cabrillo Day. It was on September 28, 1542, that John Rodrigues Cabrillo, a Portuguese navigator heading a sailing expedition along the coast of Lower California and California landed at what is now known as San Diego. This was the first time that a white man had ever set foot on California soil, and marked the discovery of California.

The legislative resolution calls for the people of California to observe Cabrillo Day by appropriate patriotic exercises. The public schools will wish to make this an occasion for the commemoration of the discovery of California by Cabrillo. In order to assist schools in the project, the State Department of Education is issuing a bulletin containing an account of Cabrillo's expedition and a few suggestions for suitable school activities. Copies of the bulletin will be distributed to schools early in September.

SCIENCE IN THE ELEMENTARY SCHOOL CURRICULUM

LEO F. HADSALL, *Department of Agriculture and Biology, Fresno State Teachers College*

Nature study is as old as human thinking. It began when man was first called upon to solve the problems of his environment. He had to learn what was suitable for food, how to obtain it, how to escape his foes, how to keep warm or cool as occasion demanded. Nature study has never been regarded as a fad by thinking people. It will never pass away. Man's problems of the present and future while varying in type are no less complicated and no easier to solve.

Nature study or elementary science instruction in the public schools is not a new subject. It may be traced back to three main sources. These include the influence of "Object Teaching" developed by Comenius, Rousseau, and Pestalozzi in Europe, and introduced by Sheldon into the American schools, 1859; the contribution of the kindergarten under the influence of Froebel; and the ever pressing of the high school and college science down to the lower levels. The first American syllabus for the study of natural science on the elementary level was introduced into the schools of St. Louis, Missouri, in 1871.

There is no necessity for distinguishing between the best practices which have been carried on under the names *nature study* and *elementary science*. The writer questions the so-called "commonly accepted principles of nature study" listed in the Thirty-first Yearbook of the National Society for the Study of Education, namely that:

Child psychology is distinct from the psychology of adults; this distinction justifies and requires a difference between nature study for elementary schools and science for high schools.

Nature study should be primarily observation of common natural objects and processes; the grouping of the facts learned in nature study to form principles and generalizations should be reserved for high school and college study.

A major value of nature study lies in the discipline it gives in habits of thoughtful observation.¹

Examination of the Third Yearbook of the same Society, prepared under the leadership of Wilbur S. Jackman in 1903, reveals that the meaning and content of the nature study advocated then and the elementary science advocated now are essentially the same.

The mental discipline theory which was held by some of our predecessors was no more true of nature study than of the other subjects of the elementary school curriculum.

¹A Program for Teaching Science. The Thirty-first Yearbook of the National Society for the Study of Education, Part 1. Bloomington, Illinois: Public School Publishing Company, 1932, page 17.

Few leaders in the field of nature study have believed that observations were an end in themselves. Facts aside from the satisfying experiences associated with their acquisition are relatively unimportant in any field of knowledge except as they contribute to essential meanings.

There is much evidence which leads us to believe that even young children reason from their observations. Van Wyss points out the interesting example of the child who, observing the bulldog closely, remarked: "Look, they have let the poor doggie walk too soon."¹

THE FUNCTIONS OF THE ELEMENTARY SCHOOL

Briefly we may say that it is the function of the school to insure the child those desirable experiences which cannot be adequately provided by the home. These may be classified under two main groups. They include those experiences which have to do with:

1. Making a living. The attainment of those skills and knowledges which enable the individual to solve life problems to the extent of maintaining an economic independence.
2. Living more fully. The attainment of those skills, concepts, and habits which will enable the child to attain a more satisfying life. In a broad sense this group includes the main elements of culture.

It is not the function of the school to simply dose the children with predigested information, to lay up mental stores for use during adult years, or to keep the children off the street. The school must provide vital and stimulating experiences which will guide life into desirable channels.

NATURE STUDY OR ELEMENTARY SCIENCE IN TERMS OF THE FUNCTIONS OF THE ELEMENTARY SCHOOL

If there were no other reason, nature study or elementary science should be included in the curriculum of the elementary school on the basis that it is the function of the school to help children to live more fully.

Dallas Lore Sharp in the August 1925 number of *Harpers Magazine* related his outstanding educational experiences under the title "Five Days and An Education." Dallas' formal educational experiences extended over a period of nineteen years, but he limited his red letter school days to five. These he referred to as a day of investment, a day of adventure, a day of wonder, a day of power, and a day of weakness.

The day of investment occurred when his brother, whom we may call tool minded, was given a year's subscription to *The Youth's Companion* and Dallas was given a little green box of tools. The brothers

¹C. Van Wyss. *The Teaching of Nature Study*. London: A. and C. Black, 1927, p. 11.

were not long in exchanging their gifts and Dallas through the medium of the magazine became familiar with Gilbert White's *Natural History of Selborne*. Dallas was not long in obtaining this volume and thereby committed himself to good books and was confirmed in his love of the out of doors.

During his day of adventure, a teacher poorly versed in science but filled with that spirit characteristic of teachers who teach children rather than subjects, challenged him to be the first to discover mistletoe in the area of New Jersey where he lived. Inspired by that teacher he was not long in discovering mistletoe in one of the gum trees which grew near.

On the day of wonder, a naturalist offered to teach him how to mount a bird. Dallas hastened off to the woods to secure a specimen and returned with a yellow-billed cuckoo. The face of the old naturalist darkened with disapproval. He opened the crop of the dead bird and revealed to Dallas the dense lining of the penetrating hairs of harmful woolly bear caterpillars. Dallas never forgot the difference between harmful and beneficial birds.

The morning of the day of power Dallas captured a king snake on his way to school. He entered the classroom presided over by a young woman teacher, with the gleaming, swaying monster in his hand. Instead of being angered as she might have been, or ordering him from school and having him dismissed, she used the serpent as a bond to bind him to his books. She asked him to tell the class what he knew about the snake, where he captured it, and later to incorporate that story into an essay. His essay proved so interesting that he was encouraged to submit it to an editor. It was promptly accepted and he received his first monetary reward for his nature interest.

During his day of weakness he came to realize the futility of trying to put a corner on truth. One cannot delve far into the study of nature before realizing the magnitude of the universe and the limitations placed on the judgment of any single individual.

Obviously not all children would have responded in the same way and to the same extent as Dallas Lore Sharp, but most children are keenly interested in science activities when they are properly presented. It is the responsibility of the elementary school to provide science experiences for the purpose of developing sympathetic and appreciative attitudes which will enrich the life of the child.

Science can stimulate interest in desirable activities which will insure more enjoyable and healthful leisure activities. The eye and the mind are instruments which must be trained to see and interpret. Beauty may appeal to the intellect as well as to the emotions.

It is as necessary to master the concepts associated with health and safety as to master the three R's. There is no justification for

teaching a child to read, write, and compute; at the same time ignoring those knowledge concepts which will enable him to avoid injury or properly to care for his physical welfare.

Science must help to eliminate unfounded beliefs and to control the imagination. Many of these unfounded beliefs are not simply ridiculous; they are harmful to human society. The attainment of skill and practice in using the scientific method is probably the most effective way of making such beliefs untenable.

Science experiences are desirable in the development of good outdoor manners. Why are meadow larks and beneficial hawks killed by the hundreds? How many children know the birds and plants that are legally protected in their own counties? Why is it necessary to set up legal acts for the protection of wild life? The explanation is simple. Many people lack an understanding appreciation of their natural surroundings. People do not normally destroy things with which they are familiar and which they appreciate. The development of understanding appreciations is a responsibility of the school. Education is a far more effective means of attaining conservation objectives than are legal acts. Conservation weeks are valuable but they are not sufficient. The conservation theme must be developed throughout daily science activities.

The development of appreciations should lead to an attitude of humaneness. Children with rifles will seek other than living targets. The care of pets affords an admirable opportunity to teach humaneness as well as responsibility. As one child wisely remarked when asked "to whom the little horned toad belonged," "He's John's; he doesn't belong to himself any more."

Children are not naturally cruel. They are curious and possess strong desires to understand. How well I remember the day I failed to make crows talk by splitting their tongues; and the day I destroyed all the painted terrapins in the nearby pond with my newly acquired rifle. Would that some of my early teachers had helped me to acquire a kinship with the out-of-doors!

PRESENT STATUS OF ELEMENTARY SCIENCE OR NATURE STUDY

I shall consider the present status of elementary science or nature study briefly with respect to present time allotments, method of incorporation in the elementary curriculum, content, and known weaknesses.

In most instances the time allotments for science activities in the elementary school have been characterized by their minuteness. In those cases where time allotments have been made they range from twenty-five to seventy-five minutes per week in each of the first six grades. If science is to be taught as a separate subject the administrators must frankly face this fact and make more definite provision in the school curriculum for science activities.

Science or nature study activities have been included in our elementary curriculum either as a casual subject; as a definite subject, with allotted periods; correlated with other subjects; or as an integral part of activity programs.

The treatment of science activities as a casual subject has been largely limited to the superficial treatment of incidental pupil contributions.

The use of definite science periods have been advocated and practiced in many of the larger cities, such as Berkeley, Long Beach, and Pittsburgh, and in several of the more progressive states. The problem of the rural school has been occasionally recognized and the work of the teacher made easier by the recommendation that grades one and two; three and four; and five and six; be grouped together for science instruction and different topics suggested for teaching in alternate years.

The fact that the child is naturally interested in nature activities has been recognized inasmuch as science has frequently been used as a means of motivation when correlated with other more routine school activities. In Illinois, a few years ago, Alice Jean Patterson made a definite attempt to tie up nature study activities with the health education program. The schools of Oakland, California, have made an admirable effort to combine the nature study activities with the social science program.

The activity program is still in such an embryonic state that one might be hesitant in selecting a specific example. If the elementary curriculum should be remodeled to incorporate a series of real life experiences for the child, science need have no fear that it will be omitted. The child is born into a world of natural science. Workers in the field of science are constantly making contributions such as will affect his life at every turn.

Much needs to be done in connection with determining the science content which should be included in the elementary school curriculum. The whole field is open to professional workers interested in studies of grade placement. There has been a tendency to put biological nature study in the primary grades and physical nature study in the intermediate and upper grades. No valid professional study has been made which will warrant this type of grade placement.

Children are interested in almost anything provided it is presented in an interesting manner. The child is not conscious of scientific fields and their defined boundaries. He asks all kinds of questions about his environment, at least until he is finally squelched by refusals of information or of assistance in finding desired information.

Studies which have been made concerning children's interests have been subject to the suspicion that the interest, training, or

method, of the investigator has influenced his results. The discoveries of the biologists have tended to show that children are more interested in the biological than the physical aspects of their environment. The discoveries of those with a physical science background have tended to show that children were more interested in the physical aspects than in the biological aspects of their environment.

It will be necessary to work out a series of units which will incorporate both the physical and biological aspects of the child's environment presented in the form of life problems or situations. The child will learn to interpret nature as he comes in contact with it in the life round about him. This will result in acquaintance with both physical and biological aspects of his environment.

There are some known weaknesses of elementary science or nature study instruction in the past with which supervisors and teachers should be familiar and plan to avoid. Among the most outstanding are:

1. The lack of organization. Dependent continuity must be provided.
2. Weak organization. This group includes those instances where teachers are permitted to ride their own hobbies and deny children vital experiences essential to a clear view of other interesting aspects of science.

The arbitrary assignment of topics by grades cannot be defended from the standpoint of the child. Aside from the standpoint of administration one can find little justification for studying birds in grade four; wild flowers, grade five; and gardening, grade six. In certain localities it might be difficult to justify the study of the meadowlark in grade two and the blackbird in grade three.

Lack of care in preparation of courses of study has frequently resulted in the monotonous repetition of topics in subsequent grades. One of the city courses of study in California suggests that the same things be taught about the turtle in the kindergarten, grades two, three, and four.

Courses of study must be graduated in difficulty. They must be flexible but not so flexible that they fail to form a solid core around which to build. Much care must be taken in their preparation. Few will agree that there is any necessity of teaching that which the child already knows, although we can find state courses of study which suggest that elementary school children be taught that fish live in water.

The emphasis in elementary science work should be centered on the development of essential science concepts through the treatment of primarily local materials. The emphasis should not be on terminology. The learning of names is essential, but they like observations should be regarded as means to ends.

3. The lack of well equipped teachers has been a great handicap in the development of elementary science activities. To this class belong those teachers with the improper point of view; and those teachers who lack available information and supplementary materials. Teachers may have acquired an excellent background in some specialized phase of science and yet lack the point of view which will make them effective teachers of elementary science. Some teachers have been oversentimental in connection with their nature study teaching. It might be well to remember that appreciation is not necessarily synonymous with sentiment any more than excitement is synonymous with interest. The schools of the western United States have been especially neglected in the preparation of suitable elementary science reference materials for both teachers and pupils. The *Science Guide for Elementary Schools* was developed to meet this need.

It seems apparent that there are two possible dangers which face our future efforts in elementary science teaching. There is the danger that teachers will attempt to have children memorize statements of principles as platitudes rather than guiding them in the acquisition of those experiences which will enable them to reach the same conclusions based on first hand evidence.

The second great danger I see is that with the abundance of books which are certain to follow the development of present efforts in promoting the cause of science instruction, there may be certain less informed or less enthusiastic teachers who will come to rely almost entirely on book study for science activities instead of insuring the child experiences with primary sources of information. Books are essential to a rounded elementary science program, but they should not be regarded as primary sources. They should be used to supplement first hand experiences and in cases where first hand experiences are not feasible or where first hand information cannot be otherwise obtained. Care should be taken to maintain a critical attitude with respect to the content of nature study books. Many of the books contain serious factual errors. Some people are writing books who have no business to do so.

THE CALIFORNIA PROGRAM FOR SCIENCE IN THE ELEMENTARY SCHOOL

The beginnings of nature study instruction in California date back over a long period. In recent years the cities of Berkeley, Long Beach, Los Angeles, Fresno, Oakland, Pasadena, and San Diego have made definite efforts to carry on elementary science instruction. In 1932, the California State Department of Education issued a *Suggested*

*Course of Study in Science for Elementary Schools.*¹ This material was prepared under a cooperative curriculum plan begun in May, 1930, by seventeen northern California counties.

In August, 1934, the State Department of Education issued the first number of a new series of publications entitled *Science Guide for Elementary Schools*. This is a monthly publication, during the school year, prepared to assist teachers in presenting science activities on the elementary school level. It is the purpose of this publication to help to obviate the lack of informational materials applicable to California localities. Present plans would continue its publication over at least a five year period. Copies are distributed free of charge to California elementary and junior high schools of the state.² These copies should be preserved as an essential part of the school library.

There is no desire on the part of the individuals responsible for the preparation of the bulletins that the bulletins should supplant the activities of communities that have functional courses of study at present. It is hoped that such localities will find these bulletins helpful in supplementing their present science activities. Those localities which lack functional programs for science may use the *Science Guide for Elementary Schools* as the basis for their activities. It is not necessary that all of the material in each number be covered.

There are those who feel that the *Suggested Course of Study in Science for Elementary Schools* should be revised and references to the *Science Guide for Elementary Schools* incorporated. The State Department of Education has been asked that a committee be named to undertake this revision. The comments of supervisors and teachers in the field would be of tremendous value to those concerned with the revision. Such a revision cannot be effectively accomplished in a limited period of time. It could probably not be completed in less than five years. Meanwhile the *Science Guide for Elementary Schools* might well be utilized as a basis for the science activities in many California communities.

The cooperation of supervisors and teachers is necessary if effective use is to be made of these materials. The supervisors should make definite efforts to determine how the bulletins are used, their valuable points, and the directions in which they should be modified to result in greater effectiveness.

¹ *Suggested Course of Study in Science for Elementary Schools*. State of California Department of Education Bulletin, No. 13, Part I, July 1, 1932.

² Copies of the series published during the school year 1934-1935 may be purchased at 15 cents for single copies or at \$1.25 for the set of 10 numbers comprising Volume I.

ABILITY OF FIFTH GRADE PUPILS TO UNDERSTAND CERTAIN SOCIAL CONCEPTS

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Much has been written and said about social studies being the heart of the curriculum. This point of view carries with it the implication that besides giving facts, a proper social studies program will also build appreciations, carry on social adjustment, and aid in pupil orientation. These latter outcomes, of course, are not separate from facts, but depend upon a proper use of them. If the school presents chronological facts, it is history. If the situation presents certain natural phenomena, it is geography. If, on the other hand, facts chosen from many subject-matter fields are woven into the daily experiences of the children, they may assume orienting and socializing values apart from factual values as such. The problem in this study, then, was to determine the extent to which fifth graders of average ability can understand certain social concepts, concepts chosen from today's world because they are vital to any understanding of that world, and to an intelligent participation in it.

PREVIOUS STUDIES

Just a few studies of this nature have been made, especially in the elementary field. Only two of these will be mentioned here. Meltzer's study¹ was a survey of the grades from fifth to twelfth. He tried only to find out the information held by the pupils. He did no teaching. His results in the fifth grade are comparable to the pretest results of this study which will be reported later. Mrs. L. C. Pressey's work in a like vein is reported in Kelley's and Krey's new book.² Mrs. Pressey also made a survey only. She found out the vocabulary knowledge held by fourth and sixth graders (as well as higher grades) in the broad field of contemporary American life.

Twenty-five social concepts were chosen for this study. They were selected as they seemed to revolve around the general objectives suggested in the California course of study,³ as those desirable in any really civilized country. These aims, among others, are set up:

1. To develop an understanding of existing institutions.
2. To create an appreciation of the problems people are facing in the development of civilization.

¹ Hyman Meltzer. *Children's Social Concepts, A Study of Their Nature and Development*. Contributions to Education No. 192. New York: Bureau of Publications, Teachers College, Columbia University, 1925.

² Truman L. Kelley, and A. C. Krey. *Tests and Measurements*. Report of the Commission on the Social Studies, Part IV. New York: Charles Scribner's Sons, 1934.

³ *Suggested Course of Study in the Social Studies for Elementary Schools, Revised*. State of California Department of Education Bulletin No. 13, Oct. 1, 1933.

3. To develop an understanding of interdependence of men and nations, basic to the concept of world-mindedness essential to human progress.
4. To develop such qualities of character as tolerance, leadership, judgment, sportsmanship, and a respect for the rights of others.
5. To develop efficient citizenship by training children not only to understand society, but also to possess a sense of responsibility to participate in it.

Several studies have been made of the leading issues, problems, and controversies in contemporary American life. The two studies drawn upon here, that of Meltzer already mentioned, and that of Drs. Rugg and Hockett¹ were used in the present investigation because they include extensive tabulation of the frequency and importance of the concepts basic to an understanding of these contemporary issues, problems, and controversies. The twenty-five concepts are as follows:

- | | |
|---------------------------------------|----------------------------|
| 1. A wage earner. | 13. Capitalism. |
| 2. A labor union. | 14. A socialist. |
| 3. Unemployment. | 15. Monopoly. |
| 4. Collective bargaining. | 16. A conservative person. |
| 5. Strike. | 17. A reactionary person. |
| 6. Industrial Revolution. | 18. A liberal person. |
| 7. An industrial country. | 19. A radical person. |
| 8. An agricultural country. | 20. Interdependence. |
| 9. Conservation of natural resources. | 21. Standards of living. |
| 10. Democracy. | 22. Big Business. |
| 11. Freedom of speech. | 23. Economy of abundance. |
| 12. Public opinion. | 24. We Do Our Part. |
| | 25. The New Deal. |

PROCEDURE OF STUDY

The method of procedure was to hold personal interviews with the thirty-one members of the fifth grade class taught by the writer in Fresno, California. The purpose was to determine the amount already known about these concepts. The results are called in this study the pretest scores. This was done in September, 1934, before any discussion or explanation of the concepts was made. The interviews were not pumpings; the terminology used was, "What do you know about . . . ?" If a partial answer was given, the examiner asked just once, "Is that all?"

¹ Unpublished material in the files of Dr. John A. Hockett at the University of California written by him and by Dr. Harold Rugg.

These pretests were completed by the first of October, and the teaching of the concepts was begun then. A diary of the daily discussions was kept in order to have an accurate picture of the child experiences which account for the things learned, or not learned. In January, 1935, interviews were again held and the outcomes called the final test results.

TEST RESULTS

To compare the answers on the pretest and the final test, the following scoring device was used¹:

	Points
Superior answer, showing a realization of implications---	8
Reasonably correct answer-----	6
Correct fact or particular only-----	4
Mixture of right and wrong-----	2
All other answers, including misinterpretations-----	0

On the basis of this device the answers of the children were evaluated, and the following table shows the distribution of the scores on the pretest and on the final test.

TABLE I
DISTRIBUTION OF PRETEST AND FINAL TEST SCORES

Score	Meltzer		Pretest		Final test	
	Number of pupils	Per cent of pupils	Number of pupils	Per cent of pupils	Number of pupils	Per cent of pupils
170-179					1	3
160-169						
150-159						
140-149					1	3
130-139						
120-129					2	7
110-119					2	7
100-109						
90- 99					2	7
80- 89					2	7
70- 79			3	11	9	34
60- 69					2	7
50- 59	3	6	1	3	2	7
40- 49	4	8			3	11
30- 39	13 *	26	4	15		
20- 29	15	30	11	40	1	3
10- 19	12	24	5	18	1	3
0- 9	3	6	4	15		
Range			4 to 76		16 to 178	
Median			26.7		80.5	

¹ From Meltzer, *op. cit.*

Table II presents a distribution of the gains made by pupils as evidenced by the differences between the scores on the pretest and final test.

TABLE II
DISTRIBUTION OF GAINS MADE IN FINAL TEST

Amount of gain in score	Number of pupils	Per cent of pupils
100-109	2	7
90- 99	1	3
80- 89	1	3
70- 79	5	18
60- 69	1	3
50- 59	5	18
40- 49	5	18
30- 39	5	18
20- 29	1	3
10- 19	1	3
0- 9	1	3
Median	54	

ANALYSIS OF RESULTS

It is obvious from the results presented above that an appreciable gain was made by everyone in the class. The first step in analyzing these gains is to inquire into the make-up of the class. The I Q range was from 70 to 147; the median was 108. The M A range was from 107 to 188 months, with the median at 140 months. The C A range was from 116 to 150 months, with the median at 127 months. The I Q and M A figures given here are based on the averaged results of the A and B forms of the National Intelligence Tests, and of the Kuhlman-Anderson Fifth Grade Test, the latter being corrected by a formula devised by Dr. G. C. Loofbourow on data secured in the Berkeley public schools.

It is interesting to see the correlations of I Q, M A and C A with the pretest, final test, and growth scores. These correlations are shown in Table III.

TABLE III
CORRELATIONS OF I Q, M A, AND C A WITH PRETEST,
FINAL TEST, AND GROWTH SCORES

	Pretests	Final test	Growth
I Q	.35 \pm .08	.60 \pm .08	.60 \pm .08
M A	.49 \pm .08	.66 \pm .08	.60 \pm .08
C A	.17 \pm .10	.05 \pm .12	.22 \pm .12

The second step in the analysis of the gains made is to inquire into the discussion of the various concepts. In the second column of Table IV is shown the number of times the different concepts entered into the class work during the three months period. Column three shows the percentage of the class that understood each concept on the final test. A score of at least 6 points was required before a concept is considered as learned. Columns four and five show the range and the median I Q and M A of the pupils who knew each concept. Columns six and seven give the same information for the pupils not learning each concept.

On the basis of Table IV the concepts can be grouped into five general classes, as follows:

Class 1: Those outside of the field of contact of the fifth grade and not learned by a significant number of pupils.

- a. Socialism—learned by one pupil, I Q 133, M A 177.
- b. Capitalism—No learning.

Class 2: Those occasionally coming into the class work, but not learned by a significant number of pupils.

- a. Monopoly—learned by two pupils.
- b. Economy of Abundance—learned by one pupil.
- c. The New Deal—learned by six pupils.

Class 3: Those frequently coming into the class work, but not learned by a significant number of pupils.

- a. Industrial Revolution—learned by five pupils.
- b. Conservation of natural resources—learned by two pupils.

Class 4: Those occasionally coming into the work, but learned by a significant number of pupils.

- a. Collective bargaining—learned by eight pupils.
- b. A radical person—learned by seven pupils.
- c. Unemployment—learned by twenty-two pupils.
- d. A reactionary person—learned by eighteen pupils.
- e. Standards of living—learned by fifteen pupils.
- f. Big Business—learned by nine pupils.
- g. Public Opinion—learned by nineteen pupils.

Class 5: Those frequently coming into the work, and learned by a significant number of pupils.

- a. Wage earner—learned by twenty-three pupils.
- b. Labor Union—learned by eighteen pupils.
- c. Strike—learned by twenty-eight pupils.
- d. Agricultural country—learned by fifteen pupils.

TABLE IV
CONCEPTS DISCUSSED, FREQUENCY OF DISCUSSION, PERCENTAGE OF PUPILS UNDERSTANDING EACH CONCEPT, AND I Q AND M A OF PUPILS UNDERSTANDING AND NOT UNDERSTANDING EACH CONCEPT

Concepts	Number of times discussed	Per cent of pupils understanding	Pupils understanding				Pupils not understanding			
			I Q		M A		I Q		M A	
			Range	Median	Range	Median	Range	Median	Range	Median
1. A wage earner.....	8	82	90-147	110	113-188	139	70-110	97	107-39	128
2. A labor union.....	8	65	70-147	110	107-188	142	93-130	109	120-46	137
3. Unemployment.....	4	79	70-147	110	107-188	139	94-130	107	113-46	134
4. Collective bargaining.....	3	29	108-133	118	132-171	148	70-147	107	107-88	137
5. Strike.....	12	100	All	---	All	---	None	---	None	---
6. Industrial revolution.....	6	18	90-133	110	133-171	148	70-147	108	107-88	137
7. An industrial country.....	10	43	90-147	117	133-188	144	70-130	106	107-30	133
8. An agricultural country.....	10	53	90-147	115	130-188	147	70-130	104	107-30	131
9. Conservation of natural resources.....	4	7	133-147	140	171-188	179	70-130	108	107-58	137
10. Democracy.....	16	53	100-147	116	126-188	147	70-130	102	107-46	132
11. Freedom of speech.....	6	43	90-147	114	126-188	145	70-130	109	107-38	137
12. Public opinion.....	7	36	90-147	118	133-188	151	70-130	103	107-36	134
13. Capitalism.....	0	0	None	---	None	---	All	---	All	---
14. A Socialist.....	0	0	None	---	None	---	70-147	109	107-88	130
15. Monopoly.....	2	7	108-133	120	134-171	153	70-47	109	107-88	139
16. A conservative person.....	9	50	70-147	113	107-188	143	90-20	106	113-38	139
17. A reactionary person.....	3	67	90-147	116	130-188	145	70-47	108	113-38	132
18. A liberal person.....	9	62	90-147	116	126-188	142	70-47	109	107-88	137
19. A radical person.....	9	23	90-147	114	136-188	141	70-30	107	107-88	136
20. Interdependence.....	4	24	97-147	113	136-188	141	70-33	109	107-78	138
21. Standards of living.....	19	50	100-147	117	126-188	147	70-33	110	107-58	140
22. Big business.....	2	52	70-147	113	107-188	145	70-30	108	113-38	139
23. Economy of abundance.....	2	47	70-147	114	107-188	148	70-33	108	113-38	140
24. We do our part.....	2	47	70-147	113	107-188	142	90-22	107	113-38	137
25. The New Deal.....	2	22	108-147	127	134-188	156	70-127	105	107-56	135

- e. Democracy—learned by fifteen pupils.
- f. Freedom of speech—learned by twelve pupils.
- g. Industrial country—learned by twelve pupils.
- h. A conservative person—learned by fourteen pupils.
- i. A liberal person—learned by twelve pupils.
- j. Interdependence—learned by twelve pupils.
- k. We Do Our Part—learned by thirteen pupils.

From this classification it can be seen that only two of the unlearned concepts really came into the class work. These Class 3 concepts were understood by only a few children who had considerably higher than average I Q's and M A's. This suggests that learning these concepts requires a mental age of 13 to 15 years, found either in fifth graders of high I Q or in average junior high school pupils.

It is to be expected that on the basis of a limited number of discussions the brighter or mentally older children will learn more than the average or mentally younger children. Such is the case with the Class 2 concepts. These came into the work but a few times, and were not learned by the average pupils. Furthermore, these Class 2 concepts are better fitted to the mentally older children, and to a curriculum different from that of the fifth grade. Class 1 concepts, too, are better suited to a different grade level.

Class 4 and Class 5 concepts, eighteen of them, were learned by a significant number of the class, and by the below average as well as the above average. The median I Q and M A for the class is very close to the corresponding medians of the pupils learning these eighteen concepts. It is especially significant that the average ten and a half and eleven year old learned these concepts satisfactorily, as, of course, did those of higher rank.

In any study such as this, however, the experiences into which the children are directed are more important than statistical results. The inquiry into method is the third step in the analysis of the gains made. Many of the concepts are related to others in the list. The discussion of any one of them usually led to the other related ones. Such a related group is that of wage earner, labor union, unemployment, collective bargaining, and strike. When we began this study, San Francisco Bay was full of idle ships; trucks were being halted and sometimes overturned on the highways; demonstrations and street fighting were not uncommon. Newspaper pictures and accounts, radio messages, news reels, and even the first-hand experiences of seeing actual evidence of these concepts, all contributed to their understanding.

The next group is industrial country, agricultural country, and interdependence. These three fit easily into the fifth grade program

of studying the United States. The first two result from any geographical regioning of our country, and it is easy to teach the concept of interdependence with the knowledge of these two as a foundation.

Democracy, freedom of speech, and public opinion are also connected. On the pretest they were very little known. The foundation for understanding them was the democratic set-up in our own room. We held weekly class elections, and these led us into an understanding of the November elections, and of the race for Governor of California, then in progress. The related concept of propaganda could have been easily taught, and should have been included.

The concepts of the conservative, liberal, radical, and reactionary make up the next group. These were practically unknown at the beginning, but about two-thirds of the class learned them. This is because they fit in nicely with the history of the United States generally taught in the fifth grade. From the familiar Columbus story we developed the idea of the conservative and the liberal; he was the liberal who would sail on into new things about which he had studied and made up his mind; his men were the conservatives who would sail back to the known and the secure. There is another favorable situation in our colonial history. The reactionary would stay with England, regardless of the penalties. The conservative would petition for lower taxes, but would take no overt action, confining himself to a "perhaps." The liberal would add certain action to the petitioning; he called mass meetings of a democratic order to formulate new plans and new associations for mutual benefit. The radical would throw the entire governmental situation to the winds and begin afresh, "unshackled" by anything from the past. Many of the class took to this fourfold classification enthusiastically. They were anxious to seek out in each man's life evidence of his mode of thinking. This tool gave the children a valuable means of appreciating motives, and of understanding men from Columbus to Byrd, from King Philip to Hoover.

There were teaching opportunities available for some of the concepts that were not learned. These were taught once or more, but did not stay with the children for one reason or another. Conservation of natural resources was mentioned rather often, and was apparently understood. Pictures, camping experiences, and motoring scenery all contributed, so we thought, to the development of this concept. Yet on the final test there were twenty-five "I don't know" answers, out of the twenty-eight valid results.

Another surprise was the concept of industrial revolution. The starting point here was a trip to the bicycle rack to see a new bicycle belonging to one of our boys. It had on it all the latest inventions to

insure speed, safety, comfort, and long life. From bicycles we went in our thinking to other modes of travel, and then to inventions in general. The examiner thought that the children were appreciating man's increasing control over nature. This was amplified, we thought, by the study of the rapid industrialization of the United States. There was the cotton gin, the steam engine, the gasoline motor, the electric motor, the power driven machinery, and the large factory centers—but none of it really struck home. It did not penetrate the veneer that lack of real understanding put under it all. This was teacher failure, of course, and not pupil.

Economy of abundance was another difficult one. Its terminology is very much against it; its very sound seemed to frighten the fifth grader away. Only one person understood it, even though it had been explained three times. These explanations came as answers to pupils' questions regarding the news of hogs being slaughtered, of cotton being plowed under, and of the oil that an uncle of one of our boys had on his Texas ranch which the government would not let him take out of the ground. These explanations were barren lectures to most of the children.

CONCLUSION

It is apparent from this study that at least eighteen of these concepts can be learned by the average fifth grader, and that most of the concepts can be developed from the work now being done in the fifth grades of California schools. In further study it would be well to substitute other concepts for those found unsuitable to the fifth grade curriculum. Further study is also needed to determine more accurately the concepts vital to the achievement of the objectives set up for the social studies program. In this study it was suggested that propaganda be one so substituted.

The concept approach to the objectives set up for the social studies, as can be seen from the following incident, has great possibilities. One of the pupils in the class came to the writer with the suggestion that we ought to write a book called *The Great Adventure*. It was to be a class project to show the development, she said, of the ideas which led to the discovery, settlement, and development of the United States. This pupil saw America as the world's most recent answer to the world's most pressing problem—human welfare. She did not use the term, but she was thinking on the social frontier. This little ten year old wanted to know if we couldn't "do something about it." She viewed America as an evolving state trying to satisfy better from day to day, the needs of more and more people.

EDUCATIONAL IMPLICATIONS OF THE NEW LEISURE¹

FRANK W. THOMAS, *President, Fresno State Teachers College*

The most challenging fact about the new leisure is that it demands a new educational point of view. The insistent question is: "Are we ready to accept it?" Changes in the public attitude toward leisure have moved swiftly during the past two generations. Many who are yet alive were reared on the unquestioned conviction that idle time was the devil's opportunity, and that the only safe way to outwit the old rascal was to have no spare time. A little later it became the usual thing to regard leisure as having therapeutic possibilities, i. e., we should use it as an energizer for the subsequent day's work. That is to say, the real justification for playing a little during leisure was to do better the serious work which was assumed to be the chief aim in life. In modern times the notion that leisure is a much-to-be-desired end in itself, and that the best of living may and should take place during such hours, began to be suggested here and there. Just as this new conception of leisure as having values for its own sake came to be a topic for discussion, our recent great social developments cast into our laps as a people an unprecedented amount of leisure, with strong indications that such a situation would be relatively permanent. Theorizing as to what should be done with leisure is now subordinated to the practical demand that something be done at once.

One of the great difficulties which handicap the efforts of teachers to prepare children more adequately for leisure activities is the habitual attitude on the part of the public that education must be "practical." So long has it been assumed that the three R's were not only the basis but the criterion of defensible educational procedures that the comment, usually with lifted eyebrows, that a teacher is "just teaching those children how to play," is still regarded as a devastating criticism. The situation calls for a fundamental reevaluation of our educational philosophy.

We are not wholly without resources in our task of bringing the public to see that happy and abundant living is a prime aim of education. Theoretically at least, there is a general conviction even among the most practical minded that one should be in a position to spend the latter years of one's life with serene and abundant leisure. Successful businessmen speak of retiring some day as the well earned reward of their hard fought economic struggles. There is still a tendency to imply that only those who have by some means or other amassed

¹ Address delivered at Conference of Supervisors and Directors of Instruction and Supervisors of Child Welfare and Attendance, Fairmont Hotel, San Francisco, February 4, 1935.

considerable property are fully entitled to this compensating leisure, but that need not concern us now. We shall have improved the case if we can only persuade the public that it might be better to have this terminal leisure more equitably distributed throughout life, even utilizing some of it for learning how to enjoy play during the years when there is real zest for it rather than waiting until too late to attain such accomplishments.

Perhaps the most cogent argument in helping the public to appreciate the importance of education for leisure will have to be based for the present at least upon its significance for character. What one plays, his notion as to what constitutes a good time, the inevitable associations that will accompany for better or worse various types of recreational activities, and the obvious results in behavior and character from unwise use of leisure, all are matters of such general observation as to provide convincing arguments. From this defensive justification of educating for leisure, we may be able to advance to the more positive principle that leisure provides at last a real opportunity for a culture and richness of enjoyment never before attained on any popular scale.

Next to the difficulty of presenting education for leisure in a way that will gradually win public support for such unaccustomed innovations, the greatest obstacle is in the grimness with which teachers are inclined to approach the task. Somehow there is the conviction that school work must not be made too pleasant for children and that the classes in art, music, literature, and creative activities must be regarded after all somewhat as medicine to be conscientiously administered rather than as essentially delightful experiences worth while in themselves.

This habitual point of view on the part of teachers became apparent in the early reactions on the part of the class to a course in Education For Enjoyment which we inaugurated at Fresno State Teachers College two years ago and have been giving one evening each week, primarily for teachers in service. Our first consideration was that the course should mean just what its title implies, and that the best way to learn how to enjoy things is to begin enjoying them. More than a dozen departments cooperated in presenting the most enjoyable phases of recreational material which could be provided through music, outdoor sports, art, nature study, social games, scientific hobbies, and so on through a wide range of attractive possibilities. Many teachers had difficulty in relaxing and actually enjoying themselves in a classroom, apparently being disturbed by conscientious scruples which kept reminding them that school was no place to have such a good time. The most frequent question was: "What work are we expected to do in this course?" implying that they had some

misgivings about receiving credit for anything that didn't have at least a little taste of the medicine of discipline in it. Our experience convinced us that one handicap in teaching children how to enjoy leisure is in the lack of such accomplishments on the part of the teacher herself.

Closely connected with this point of view and probably growing out of it is the grimness with which many specialists in certain lines of what should be happy enjoyment, regard their material and activities. We have all seen the person so well trained in music as to be unable to enjoy anything except those extremely rare events of artistic perfection. It would not be so bad for these highbrow specialists to drive themselves into gloom over mediocre musical and artistic events if they did not somehow succeed in making the rest of us feel that we should be ashamed of ourselves for enjoying these more popular offerings. The implications of this danger for the teacher should be obvious. Let us remember that the great majority of our pupils will be at best innocent consumers of artistic offerings and let us not commit the unpardonable sin of driving them away from the enjoyment of pleasantly mediocre products into the probably vicious commercialized entertainment which has not been spoiled for them by classroom attempts at cultural uplift.

There are, of course, some persons who apparently must take their recreations grimly. We all know golf players who work serenely and energetically all week long in order to enjoy a Saturday afternoon of golf and then seem utterly wretched because they take their game too seriously. We are merely suggesting that in leading children on their first steps toward the right use and enjoyment of leisure that we do not defeat our own aims by insistence upon too critical standards.

The best phases of enjoyment, in that they are likely to have most nearly permanent usefulness, are in those creative activities usually known as hobbies. While the real development of a hobby more often comes in adult life, the beginnings may be laid in childhood and it is certain that interests stimulated then hold rich possibilities for later development. In this connection a situation which was reported some months ago not only illustrates a source of help for the teacher but possibilities also of a better community understanding.

In Lansing, Michigan, two years ago the funds for adult education were practically exhausted. Mr. Trygve Narvesen, a Y. M. C. A. Secretary, was alarmed at the dangerous influences which surrounded many young people unemployed and without wholesome recreational opportunities. It occurred to him that many adults in the city not only had learned delightful ways of spending their leisure in hobbies of some sort, but probably would enjoy sharing this experience with a group of interested young people. As a result, he worked out a plan by which a very considerable number of adults agreed to give one

evening a week to explaining and demonstrating the enjoyment that might be derived from some particular activity in which the leader himself was an enthusiast. Stamp collecting, short-wave radio, embroidery, hiking, scientific collections, plant care, bird study, amateur dramatics, social dancing, specialized gymnastics, and other activities are examples of the fields in which some enthusiast was found who was willing to tell of his own efforts and enjoyment and offer leadership to others who had similar interests. It should be obvious that such a plan which certainly can be adapted to almost any community has invaluable possibilities in enlisting community interest and in building up a more sympathetic understanding of the leisure activities in the schools. When the best and most successful citizens are willing to display their collections or prowess in some field of enjoyment, who shall dare say that the school pupils may not indulge in such activities even on school time?

When we are building appropriate plans for more abundant living and are striving to start our pupils on happier paths of leisure enjoyment, I hope that we shall do something to restore the lost art of conversation. It is pathetic to see a group of intelligent and well dressed people trying to spend a social evening together but so devoid of any skill in general conversation that bridge tables constitute the only defense against boredom or social disaster. Many of the commercialized forms of amusement are utilized for escape from situations that should provide stimulating conversation rather than a spectre of monosyllabic boredom. Visitors to Continental Europe note the contrast, to America's disadvantage, in the prevalence of eager conversational centers in every city or village. In an Italian city such as Florence, apparently the whole population turns out every fine summer evening, and the streets everywhere present a picture of animated conversation and happy visiting among the throngs of people. The impression one gets is that these activities are most wholesome and provide a fine social stimulation at practically no expense and with none of the questionable influences which surround the artificially promoted commercialized amusements.

It would not only be unwise to attempt to predict precisely what forms our evolving provisions for meeting the new leisure may take, but it would also be equally unwise to lay out too explicitly a program of training for it. All such developments should be promoted in a spirit of sympathy but without the formal dictation which has too often spoiled the real fun in our past attempts to teach literature, music, and art as permanent sources of enjoyment. Too often the result has been a distaste for these overtaught subjects which would better be learned in a fashion whereby the learning is an incident to the enjoyment itself. And much of the ultimate development may have to wait until the teachers themselves have learned the delights of a more varied and profitable use of leisure.

EXTENDING EXPERIENCE THROUGH EXCURSIONS

ELGA M. SHEARER, *Supervisor Grades 4, 5, 6, Long Beach Public Schools*

Well organized and well conducted excursions offer rich opportunities for extending the experiences of children. They open fields of new interests; they awaken dormant curiosity; they insure meaning for subsequent vicarious experience; they provide real situations calling for the exercise of desirable traits such as promptness, courtesy, consideration for the rights of others, self-control, and responsibility, and, not least by any means, they present the actual situations in which safety instruction becomes meaningful.

A PROGRAM OF EXCURSIONS

The following description of how one teacher successfully handled a series of excursions with a group of upper fourth grade children taken during a period of eighteen weeks may be suggestive to other teachers and principals. These children were interested in a study of the ocean in relation to man. A brief comment regarding each of the twelve excursions adjudged to be the most enjoyed follows:

1. *Boat trip around the Long Beach Harbor.* An able guide accompanied the class on this trip and helped to answer the many questions that were asked about the breakwater, the bell buoys, the lighthouse, the oil tankers, the docks, and the ships from various countries each of which was displaying flags that proved of special interest to the children. Industrial plants occupying points of prominence along the shore likewise provoked many questions.

2. *The Lighthouse.* Curiosity about the interior of the lighthouse prompted an excursion to make a more detailed study of this than had been possible during the harbor trip.

3. *Corona Del Mar.* This beach affords an excellent opportunity for the study of sea life which was the main objective of this trip.

4. *Deep Sea Diver.* A deep sea diver in complete uniform explained his work to the pupils. The impression gained can best be grasped from the remarks made subsequently by one of the boys. The lad, after repeating some of the most exciting experiences with octopi related by the diver, added, "I always thought that I wanted to be a deep sea diver, but now I believe I'll content myself with just being a good swimmer."

5. *Skeleton of a Whale.* The skeleton of a whale washed up on the local beach many years ago has been reconstructed and is on exhibit

in one of the buildings at Recreation Park. The trip taken to see this skeleton gave rise to an intense interest in the study of whales and led very naturally to the next excursion.

6. *Procter and Gamble Soap Factory.* Since whale oil is one of the important ingredients of the soap made in this factory, it is not surprising that the manufacture of soap took on a new interest for these pupils.

7. *Japanese Village.* The excursion to this settlement of Japanese fishermen gave first hand acquaintance with the fishing industry. The pupils had an opportunity not only to see the fishing boats being unloaded but observed the fishermen mending their nets and adjusting the necessary floats and weights. While here they visited the Japanese school which is maintained for the children of the village. On this same trip, the class was taken through the fish cannery and guided in their observation of the various steps involved in the canning of fish.

8. *The U. S. S. West Virginia.* The day upon which the pupils visited one of the large battleships of the Pacific fleet marked a never-to-be-forgotten experience. Though the sight of the ships at anchor was a familiar one, few if any of the children had previously enjoyed the privilege of actually sharing the life on board one of the ships.

9. *The Pacific Queen.* The *Pacific Queen* is an old sailing boat now used exclusively as a traveling aquarium bringing to the many harbors along the coast countless specimens of sea life from various parts of the world. Obviously the fourth grade boys and girls found tremendous pleasure in a visit to this boat.

10. *The Wilmington Docks.* Another interesting excursion brought the children into first hand contact with the activities at the docks. Especially did the incoming cargoes stimulate their interest and curiosity.

11. *The Union Pacific Streamline Train.* Though this trip had no bearing on the unit of work, The Ocean in Relation to Man, the opportunity afforded by the brief stay of this new train at one of the local depots fully justified this temporary diversion of interest from the main objective.

12. *Catalina Island.* It might seem that a short ocean voyage would be a common experience for children living in a sea port. Strange as it may seem, this excursion proved to be for many of the boys and girls their initial trip on a steamer. During the two hour journey to the island, the pupils were conducted in groups of ten through the various parts of the boat and everything that proved of interest was explained by competent guides. The opportunities at the island for further new experiences were unlimited, but the four hour interval between the arrival and the departure of the steamer

necessitated careful choice to insure maximum profit from every precious minute of the time. The bird farm with its countless rare specimens, the submarine gardens as viewed from the famous glass bottom boat, the hundreds of seals basking on the rocks, the points of interest in the Spanish village, and the exhibits in the Indian museum constituted the final selection.

FINANCING THE EXCURSIONS

Already, in the mind of every reader of this article, there may be many misgivings about the financing of such a series of trips especially during this period when a dime or a quarter from the pocket of a family is recognized as both an unreasonable and a futile request.

In the first place, the costs which otherwise might have been prohibitive were reduced materially by effecting a contract with the owner of a private bus licensed only for the transportation of children. He offered the following remarkably reasonable rates:

Points within Long Beach city limits—10 cents round trip.

Points in Wilmington or Santa Ana—20 cents round trip.

Points in Los Angeles—25 cents round trip.

Incidentally it should be added that several children, unable in any way to secure money for their fares were generously given free transportation.

In the second place, there was a common understanding among parents, teacher, and pupils that no child was to ask his parents for his fare. The money in each instance was to be earned by the child. The various means adopted are so significant that it seems worth while to list a few of them.

1. Shining shoes.
2. Answering the telephone for a lady who was ill.
3. Cleaning vegetables in a market.
4. Selling papers and magazines.
5. Saving weekly allowances otherwise used for moving picture shows, candy, ice-cream, and the like.
6. Washing dishes and dusting furniture.
7. Taking care of younger children.
8. Cutting lawns and cleaning back yards.

VALUES FROM EXCURSIONS

Parents have been practically unanimous in their approval of the excursion as an aspect of the child's school life. However, it is unfortunate, though not at all surprising that they should view its worth largely from the standpoint of enriched academic learning.

Comments such as the following gleaned from the parents clearly indicate this fact:

The excursions are very educational. I have always found that the things one sees with his eyes are the things he remembers the longest.

The preparatory work preliminary to the trip and the summary following the trips together with the experience of actually seeing, impressed the facts on the minds of the children until they will never forget them.

We were very much pleased with the wonderful trips Marilyn took and believe there is nothing to equal these trips in furthering a child's education.

I think the children learn more from the field trips than from the books.

We have nothing but praise to offer for the work accomplished last term. The fact that Franklin was able to explain so many of the details makes us realize that he received much valuable information. Aside from the knowledge gained from the trips it may interest you to know that Franklin earned all the money required for them without any urging from us. This, we feel, was a good experience for him.

Each excursion is an exciting adventure and I'm unable to say the amount of pleasure Cleo derived from them as well as the good plain facts she noted.

Naturally the teacher recognized learnings beyond those that so deeply impressed the parents. She saw the growth in the understanding and appreciation of traffic regulations; the habits of courtesy gradually but certainly acquired as the children planned each time for the consideration that might be shown guests who accompanied them as well as those who so graciously welcomed them to the different places visited; the increasing responsibility for their own safety which the children assumed; the growing alertness with which they made observations not only while on these trips but whenever and wherever they contacted new interests; the habits of punctuality that began to form as the children recognized that the bus, scheduled for an appointed hour, never waited for the unfortunate late comer; the growth in vocabulary and power of expression as each new experience brought its accompaniment of new terms and new ideas.

All that has been said about the fruitfulness of this series of excursions would lose its significance if the uniqueness of the Long Beach environment made possible experiences superior in worth to those offered elsewhere. It is true they may be different from those which can be enjoyed in many communities, but they are vital in the lives of the children only because they grow out of the very community of which they are a part and which they are trying to understand. Each child throughout the length and breadth of our nation is in a community which for him holds a corresponding wealth of interest. Let us open the doors of community life to the children wherever they may be.

MENTAL HYGIENE SERVICES IN THE SCHOOLS

GEORGE H. MERIDETH, *Deputy Superintendent of Schools, Pasadena*

In the administration of a program of instruction, it becomes the responsibility of those in authority to place emphasis on those matters significant in the learning situation for the child. Too frequently we are not conscious of all the results that come about due to many of the procedures that take place affecting the growth and mental development of a child. For a number of years considerable attention has been given to the matter of hygiene from the point of view of the physical environment under which the child lives. It is true, however, that in only a few situations and only to a limited degree does one find instances where ample stress is placed on mental hygiene. It is customary in many school systems over the country to proceed with a program of remedial work when certain difficulties of children have become quite apparent, as evidenced by the inability of the child to proceed normally with his school program and pursue his studies with methods similar to the ordinary group of children with whom he may be associated, but there is often inadequate provision for the so-called normal child.

The specialist in the field recognizes two aspects of difficulty. The first is the one just mentioned, requiring diagnosis, remedial work, and treatment of existing abnormalities and maladjustments. The second is that of preventive or positive hygiene. To the writer, the latter phase of the situation is much more significant in the operation of the school program. If the function of the school is properly conceived and if child development and its relation to the type of curriculum pursued and to methods of study are understood, many of the difficulties which boys and girls face can be prevented.

Ample provisions for the conditions just named to prevail are contingent upon the services in the field of mental hygiene and psychology with which the school is provided. The values of mental hygiene seem so important that one is inclined to make the rather dogmatic statement that any school, no matter how small, should be in some way so allied to a clinical service as to give children the advantage of this needed help. In addition there should be associated with the staff of the school, individuals who shape the general program and determine something of the method of instruction and the curriculum, and persons who have a thorough knowledge of psychology and all its implications. In a city system of schools the board of education can well afford to expend some of its money in providing a staff of its own to make particular contributions in this respect.

In listing below some of the situations wherein mental hygiene can apply in a significant way, the concept has been expressed from the point of view of one dealing with a program of administration of instruction rather than that of a worker in the field of psychology and mental hygiene. It is with the acknowledgment of the excellent services of individuals serving in the Pasadena public schools that the following statements are made.

In the administration of the schools, one must say in addition to guiding, encouraging, and supplementing the efforts of teachers along the lines of mental hygiene, an important problem is that of developing a flexible school organization and program which will allow for adjustments to meet individual needs for growth. The nature of the curriculum, the manner of promotions, reports of growth, and recognition of achievements all have their mental hygiene aspects which call for careful study. For example, reports to and from the home, and to or by the pupil, should be of such a nature that they will reveal the growth in meaningful ways and also serve as a stimulus to further growth. They should reveal strengths and weaknesses in ways which will challenge suitable efforts instead of labeling failures and patronizing successes. The maintenance of meaningful cumulative records of pertinent information about all aspects of growth, physical, mental, and social, is an important mental hygiene function. Another important function is that of facilitating the contacts of teachers with those rendering special mental hygiene or clinical services and making sure that remedial programs planned through cooperation with such services become effective in the life of the child. Such an administration of the school system or of the school as an individual unit by the principal will tend in a marked way to contribute vitally to establishing a sense of adequacy on the part of the children. The point herein stressed is that of enabling the child to find those particular situations in which he, as an individual, through the administration of the school and the home plus his other environmental influences will be on the way toward the establishment of such life adjustments as will develop within him a sense of security.

One may ask the question further as to what special mental hygiene services should be available. Frequently problems arise in which the teacher and the principal of the school feel very definitely the need of help. In such cases they should be able to call in a school clinic comprised of one or two persons well grounded in the field of psychology and well equipped with the technique of clinical procedure, who will confer with the teacher and the local school administrators and assist in establishing such a program for the child involved as will insure for him desirable growth in overcoming whatever his difficulty may be. From such a procedure it is obvious that two values accrue.

The administration of the local unit and the teacher will gain a better insight into problems of mental hygiene and improved techniques for handling them, and will, in all likelihood, pursue such measures in the future as will be preventive in character in so far as possible. In addition to this value for those who work with the pupils in the school, the pupil about whom the consultation is held will be a direct beneficiary of the solution of such a problem. The clinical worker in this situation, in all likelihood, will be able to consult the parents of the child involved and give them the assistance that will enable the child to have such remedial aids in the home as will help to make permanent the values emphasized by the school. Such home contact is exceedingly important because of the fact that such a worker is considered by the parent as an unbiased party in the situation and is accepted as an expert with the result that the program for the child becomes effective on a more permanent basis in the home as well as in the school.

Certain principles of mental hygiene should govern all dealings with children. If a conscious and intelligent effort is made by the teaching corps to solve the various problems in the light of the principles herein mentioned, the teachers and pupils involved will have a happier and more successful experience.

The principle of realism involves one of the most important foundations in a wholesome life—the habit of facing reality with courage and optimism, instead of side-stepping issues, alibiing, or distorting situations through wishful thinking. Realism, however, involves seeing the whole, not merely some of the parts. Teachers frequently distort reality for both the child and themselves by isolating and magnifying, through some undue emphasis, the child's faults rather than accepting him as having, like all individuals, both weaknesses and strengths, which should be understood by both the teacher and pupil in the interests of his best growth. Such a realistic principle does not exclude the imaginative play and romancing which add color and light to the period of childhood, provided they are recognized for what they are; neither does it imply that a child should face all of the seeming "facts" about himself at any particular time since consequent discouragement may establish a sense of insecurity or inadequacy. It seems as if a safe rule to follow would be that a child should have all the information about himself which he can constructively employ as a means of growth. Both success and failure should be accepted as inevitable aspects of any life, success with satisfaction but not conceit, and failure without discouragement.

The principle of motivation should permeate all school activity. The imposition of tasks which may have no vital meaning to the child and the exerting of external pressure to enforce compliance with

authority are the antithesis of mental hygiene. The wholesome school environment provides for democratic teacher-pupil setting of goals, formulation of problems, development of plans, and evaluation of outcomes. Such a school program is fairly sure to arouse intrinsic interest, vitally meaningful activity, and joy in worthwhile achievement. The goals of any individual should, of course, be suitable for him in that they are attainable and desirably in harmony with his best potentialities for growth. This is not opposed to the ideal of well rounded development, but emphasizes the importance of making the most of one's strong points and the best of weak ones. Making the best of weak points often means wholesome compensations for limitations which can not be overcome without uneconomical effort which might better be spent on more promising aspects of self. Teacher reports on achievement rewards, merits, and demerits often serve as external forms of motivation which hinder wholesome, objective self-evaluation and growth.

A concept of causes of psychological phenomena is also needed. As long as the educator looks to the child's wilfulness or to original nature for the explanation of his difficulties, he will experience trouble. It is true that some children possess attitudes that are unwholesome and often irritating, but such attitudes are the result of experience. The whole life of the child as well as the specific situation determines his actions; it is therefore necessary to consider out-of-school life and the history of the individual in any complete diagnosis.

A high degree of balance in the adult is also essential. If the adult reacts on an emotional rather than a reasoning basis, he can not hope to solve the problems. When the child is most upset and most irritating, the adult must be the most calm and poised. Otherwise there is conflict, not solution.

The importance of understanding the point of view of the child can not be overemphasized. The child must be understood in his home, social setting, and school, as well as in view of the significant factors in the past. Not only must a complete picture be derived, but the child must be depicted as he pictures himself. Only then is it possible to show him to himself as others see him, and to help him change that image to one more satisfactory to his ego.

It would naturally follow that we will help the child to overcome his difficulty through modification of his experiences. Herein lies a significant challenge to the psychologist and the teacher, that of so enriching the experiences of children as to stimulate them to bring about desirable adjustments on their own part with respect to the particular problems they face.

School agencies may apply these principles of mental hygiene through the teacher. The most important asset of the teacher is a

well adjusted personality which has been built upon sound foundations of self-knowledge, and strengthened by wholesome compensations for inevitable frustrations, broad interests, and a well balanced program of activities. Such a personality will not exact the toll of abnormal satisfactions for a starved emotional life in the lives of the children, nor cause them to bear the brunt of unresolved conflicts and worry expressed through irritation, tension, or undue excitement or depression. Herein we become conscious of the importance of assigning to teaching situations within the schools those individuals who reflect a stable point of view and evidence the solidarity of self which will prove beneficial to children who associate with them daily in the school life. To the extent that the teacher attains the acme of perfection in the matter of mental hygiene, she will become a corrective agency in the life of the maladjusted child. The wholesome personality of the teacher makes possible the wholesome environment in which young lives may grow healthily.

Beyond this most basic essential is the need for an understanding of the nature of child development, the sympathetic desire as well as the ability to understand rather than to criticise when maladjustments develop, and democratic, problem solving techniques in relations with pupils. We talk much of adjusting the school program to the needs of the individual, but we can not do this without understanding the real needs of the pupil. His real needs can not be thoroughly understood by casual observation over a short period by even the most skilled teacher. We must always hold in mind that *more important than what an individual is at any one time is what he is becoming*. This evolving self can be visualized only as we note significant trends of development over a period of years. Cumulative records of significant manifestations of growth or retardation in all aspects of personality, passed from teacher to teacher, are important instruments for detecting both desirable and undesirable trends, and should serve as one means of helping to determine the most desirable experiences for children. Contacts with the home are essential for "seeing the whole child," and for the friendly exchange of ideas which may result in mutual understanding and prevent inconsistencies in the treatment of the child with their resulting maladjustments or warping of personality.

In conclusion we may say that the provisions for desirable learning situations in the light of mental hygiene are exceedingly important in the educational program. The point of view herein emphasized is that, if we make ample provision for these basic conditions, all of the children within the school will attain such growth and happiness in their school experiences as will render them adequate to the problems they must meet in their day and generation.

A COOPERATIVE REPORT CARD

- I. GRACE BALL, *Principal, Grant School*; NAOMI ROSE CHAMBERS, RUTH CAMPBELL, HAZEL BARKER, *Teachers, Grant School*; GEORGIA PEARSON, *Teacher, Linda Vista School*; and HELEN HECHINGER, *Teacher, Madison School*; Pasadena.

Children are frequently penalized because they fail to acquire a certain stipulated bit of subject matter, even though they have made satisfactory individual growth. A D carried home on a report card may indicate only failure to achieve particular academic requirements not failure to achieve desirable growth. Learning of certain specified subject-matter is too often the goal of the school rather than the all-around development of children. This philosophy is reflected in the traditional type of report card.

A classroom teacher is aware of the reaction of her pupils to the type of report card which indicates A, B, C, D, or E. Smug satisfaction, or chagrin and unhappiness are revealed in the comments made by the children.

One teacher after hearing the remarks and sensing the emotional reactions to the traditional type of report card, asked, "What kind of a report card would be fair?"

Out of the discussion which followed this question, definite suggestions were made by the children: "A fair report card would tell what part of each subject we are good in, and where we need to improve, because A makes you, and everybody, think you're good in everything about that thing, but you may be good in one part of it poor in another." "It would tell how well we work together." "It would tell what's the matter, and how to change it, because D in Sportsmanship doesn't do you any good because you don't know just what's the trouble, but if you know you're a poor sport because you're crabby and because you're a quitter, why then you can *change* that."

Such were the comments, frank, free, and analytical because these fifth and sixth graders were accustomed to sharing the responsibilities of their classroom life. Their comments indicated that to them a fair report should give a clear picture of individual achievement in subject-matter, of growth in personality traits, and definite suggestions as to how to improve where improvement is needed.

With these suggestions in mind, the group and the teacher worked out the next report. All the points which the children felt should be incorporated in a report were listed on the board. These points were combined and organized under appropriate headings. The resulting form was an outline with space left for comments instead of grades, as

WORKSHOP:

- A. Interest—*Has lagged but is now undergoing a revival.*
- B. Carefulness—*Growing more careful.*
- C. Orderliness—*Still spasmodic.*
- D. Accomplishment—*Has finished her boat.*

The teacher and the children together worked out what seemed to them fair and honest evaluations which were written into the record by the teacher. *No comment was placed in the record unless it had been understood and accepted by the pupil, and unless he were willing to have it put in.* A note of explanation to parents, in which their cooperation was requested, was sent with each report.

Very different were the reactions when this report was given out. There was apparently no resentment or feeling of injustice on the part of any child, although some very frank and unpleasant comments had been made concerning the conventional report cards. The parents, too, were interested, and expressed approval and appreciation of the change.

The next report, worked out and reorganized by the group and the teacher, had questions not answerable by 'Yes' or 'No' instead of points to be commented upon, as:

WORKSHOP:

- 1. What kind of a workman am I?
- 2. What have I to show for my time?
- 3. How well do I find out things for myself?
- 4. How well do I work with others?

Also, because the children felt the need of them, several points were added, such as, "What are my strong points?" and "What are my special difficulties?" And a space was left at the end of the report for the child's comment and signature, the teacher's comment and signature, and the parent's comment and signature.

In making out this record the teacher helped the child to a constructive evaluation of himself, *only when help was needed.* The child turned to the group also for help, "For," said Jane, "you can't really tell whether or not you are a good sport unless you know what the group thinks about it." The children themselves wrote out their records. This was an important development, because *it made the record their own.* The children also signed the records, since, as one child said, "It looks kind of funny for us to make them out and then have the teacher sign her name to them."

The reactions to this report convinced the teacher that taking the children into active partnership in this way was progress in the right direction. The children showed deep satisfaction in knowing where growth had been achieved and where and how improvement could be made. Nancy said, "F doesn't mean anything to you,

because you don't know what's the matter, but *this* report tells you what to work on." And Evelyn expressed it this way: "I like this report, because, when you write it down, you know better what you have to work for."

As pupils and teacher worked with this record many changes were made. One important element incorporated was the recognition of group responsibility. The children came more and more to realize that certain responsibilities could be carried *only* by the group. This excerpt from one of the group statements shows this: "Only a few of us ever try to show off, as the group does not laugh at it. We need to work at having more business-like order in our room, especially when we are left alone."

Here is one of these records:

REPORT OF

Name.....

Grade, 3A

School.....

Days present, 51.

Days absent, 6

FOREWORD:

The following report has been compiled by the children with the purpose of sharing with you, their evaluation of their own efforts and achievements in the light of their ability.

Your cooperation is asked in encouraging the child in the high standards he has set up for himself and his honesty in his evaluation of himself.

I. STATEMENT OF THE ACTIVITY:

We are making our costumes. Some are finished. Our poster is working out nicely. In our Hebrew gardens, carrots, radishes, onions, beans, beets, lentils, lettuce, flax, wheat, and barley are growing. We have started skin water bags. We had a Hebrew feast. Our play is growing.

II. WHAT KIND OF A BOY OR GIRL AM I?

I try to do what the group decides to do. I speak in a pleasanter voice when I am helping anybody. I help the group by bringing many things we need. I remember to take care of the things I am supposed to take care of. I am trying to stop interrupting when some one else is talking. I rest better than I did. I try to be honest in telling when I do something not quite right.

III. WHAT KIND OF WORK DO I DO?

I still waste some time because I talk too much. I finish my jobs. I finished my costume long ago. My garden is growing nicely because I take care of it. I worked on the poster. I made up a poem about "Radishes and Snails." My reading is getting better. My writing is better than it was in my last report card. I am working on arithmetic. My records are up to date as soon as I finish "The Feast."

IV. WHAT ARE THE RESPONSIBILITIES OF THE GROUP?

We are improving going up and down stairs. The group needs to talk less. We need softer voices. We should not laugh at mistakes or queer questions or silliness. The group should improve in chasing in the hall and room. We should not growl at each other.

PUPIL'S COMMENT

I like this kind of report card and I like to make my Hebrew costume. My report card makes me think. I like what we are studying.

(Signature)

TEACHER'S COMMENT

S. is making desirable social and academic growth. He has faced his difficulties honestly. He is a very dependable, valuable member of the group. His suggestions are helpful.

(Signature)

PARENT'S COMMENT

We greatly appreciate the value of this type of record. We like the frankness which it inspires. We have noticed a change in S. at home and with his playmates. He doesn't "growl" so much.

(Signature)

With this form of record, the children found it helpful to list on the board the points they wished to include, so that they might check themselves against these points while making out their records. These were some of the questions listed:

1. How do I work and play with the group?
2. How do I act when I don't get my own way?
3. How do I take care of myself?
4. How good am I at finishing what I start?
5. How good am I at finding information?
6. What work have I done?

We are convinced that this type of record contributes to the growth of the child in the following ways:

1. It gives him the satisfaction that comes from knowing where he has made real growth, and from seeing clearly where and how he needs to improve.
2. It helps give him the feeling of security that comes from belonging to a group. As he turns to the group for help in making his evaluation of himself and his work, he becomes aware of the group and of the fact that he is part of it.
3. It builds in him a wholesome mental attitude toward himself and his work.

- a. He learns to accept as a matter of fact the things he does well, and healthily to strive to improve where improvement is needed.
- b. It also helps him to see himself as he is.
- c. It helps him to face his difficulties honestly, instead of trying to evade them.

This type of record contributes also to the growth of the group:

1. By helping to make it aware of itself as a group.
2. By leading it to an appreciation of the power inherent in a group.
3. By emphasizing its responsibility to help its members.
4. By emphasizing its responsibility to respect the rights and privileges of neighboring groups.

In conclusion, certain things which seem to be of outstanding importance should be emphasized in connection with this experiment:

1. This type of record is more in harmony with our educational philosophy, since it is one more way of placing child growth ahead of the acquisition of subject matter, and has made the child an active partner in another important task of his classroom life.
2. Making this record has been a *voluntary* task for pupils and teacher. In our opinion, it would be harmful were it *imposed* by any teacher upon a class, or by any administrator upon a teacher. *The whole-hearted participation of pupils and teacher in the construction of this record is the essence of its success.*
3. A growing understanding of the principles and practices of mental hygiene has been invaluable in this experimentation.

This record is not a finished product. Although the last form used was liked by pupils, parents, and teacher, there are already indications of further changes which need to be included next year. So the experimentation continues.

THE PRINCIPAL'S INFLUENCE IN ESTABLISHING A CREATIVE ART PROGRAM

ANN G. POWERS, *Rural Supervisor, San Bernardino County*

ART STANDARDS

If art principles are to form an integral part of a child's existence, they will become so only as he is surrounded by them and applies them in his daily living. The principal should set the art standards for his school.

Art appreciation is evidenced by the condition of the principal's office, the classrooms, corridors, and school grounds.

Art principles of order, balance, unity, and suitability apply to every classroom situation. The inserting of pictures in books which the children may be making, the position of the text on the page, the placement of lettering, the position of margins with regard to general suitability is really an art lesson. Orderly arrangement in posters, in compositions, on bulletin boards, the placing of books on the browsing table, and the arrangement of pictures on the wall are part and parcel of a practical art program.

An unkempt classroom frequently causes untidy work and a lack of fine appreciations. When children are interested and enthusiastic, they are proud of the physical aspects of their classroom and with guidance will cooperate in making and keeping it a beautiful place in which to work. A classroom presents immediate evidence of the teacher's philosophy, background, and taste and the principal has every right to expect the teachers to be as meticulous in this respect as they are with their personal appearance.

Children should be taught how to grow flowers, how to pick flowers, and how to arrange them as a part of their art experiences. There is nothing more forlorn, depressing, or hopeless than a miscellaneous assortment of unhappy, bedraggled flowers jammed into milk bottles and old pickle jars strung along a window sill. Such a condition should be anathema to a progressive principal, who is anxious to secure beautiful creative art expression from his school.

NEED FOR A VARIETY OF MATERIALS

In a system in which the teacher is supervised by a principal and a subject supervisor, the teacher has little control over such factors as course of study, equipment, storage space, or size of classes. These conditions, however, may definitely affect the process and results of art teaching and are a part of the responsibility of the elementary school principal.

Adequate supplies and a place to keep them are extremely important in the newer type of education. The principal should provide not only adequate materials but a suitable place in which to keep these materials. Concerning materials, Harold Rugg and Ann Shumaker, in *The Child-Centered School* say:

Finally the new education ascribes a profound importance to the materials with which the child is to come into contact. Materials are the media of the child's self expression; they are important contacts which stimulate his urge to find out. They offer concrete experience with reality. Through materials the child gets information, builds up understanding, develops his motor and sensory powers.¹

The principal can do much towards encouraging the use of a variety of media. If a class uses only one medium for a term, the pupils lose opportunity for new significant experiences. Contacts with a variety of media will enable each child to select the ones best fitted for his individual expression. An ideal situation in regard to media has been established at Professor Cizek's school in Vienna. The art pupil has ample opportunity for testing himself as he is allowed to choose his own tools and to discover what he is able to do with them in such variety as modeling in clay and plaster, etching, decorating textiles, wood blocking, pottery, drawing, and painting. Such an opportunity can only be approximated in the average public elementary school, but as wide a variety of media as possible should be provided in order to enlarge the experiences of children.

OBSERVATION

Principals should encourage visiting days. Much may be learned by teachers through visiting others. The visiting teacher should observe someone who has made a marked success in creative art work. The teacher must have definitely in mind what she wishes to observe, and the teacher to be visited should be notified in advance. Benjamin Franklin said that in order to understand a subject it is necessary to talk it over with others.

"Through art we must stimulate the child to think more clearly." The principal should encourage the pupils of his school to discuss what art means to them. This results in increased ability to recognize art values and contributes to greater interest and better work. By introducing the work of fine illustrators of children's books and looking for demonstrations of the use of art principles in these books, in their own work, and from varied sources they gain phenomenally. In these discussions is an added opportunity to develop free comparisons of the superiority of original work to something copied. By discussion and

¹Harold Rugg and Ann Shumaker. *The Child-Centered School*. Yonkers-on-Hudson, New York: World Book Company, 1928, p. 310.

comparison one adds to one's stock of information and improves one's technique.

Potential strength, initiative, originality, particular skills and exceptional traits should be recognized and borrowed as a basis for improvement in technique.¹

THE GIFTED CHILD

When pupils show marked talent and unusual interest in art, the principal should develop them in this field by suggesting the formation of art clubs, or by providing additional art experiences for these talented pupils. Special drawing classes for gifted students should start the very first year in school, provided their other studies do not suffer materially. In Detroit, there are optional classes in the junior high school buildings, Saturday mornings, in drawing, design, and crafts, and these courses are extremely popular and well attended.

EXHIBITS

School exhibits twice a year of the fine and industrial arts, accompanied by artistic flower arrangements, and still life groups are of great value to the school and to the community. Another way in which the principal may create greater interest in art subjects is to invite a local artist to give an assembly talk and to exhibit his pictures. School educational exhibits are of greater value to the public when a standard of evaluation is posted. Most people do not know how to judge children's art work, because they do not know what to look for. The most important consideration in the mind of the teacher is "what happened to the child while he was creating this material." The finished product is not of primary importance. But there are certain simple standards for evaluation which may be applied.

STANDARDS FOR EVALUATING WORK

In judging children's work a consideration of the following points is important:

1. Is the production original? Does it express the child? Is it free, sincere, honest, vigorous?
2. Is it rich in content? Is there a good story element?
3. Is the space well filled?
4. Is the dark and light arrangement sufficiently strong to establish satisfactory contrast?
5. Is the color clean, fresh, rich?

Sometimes the story element accounts for lack of color; for example, a night picture. A picture done in rich color is usually fine.

¹Arthur S. Gist. *Elementary School Supervision*. New York: Charles Scribner's Sons, 1926.

A study in illusive or grayed color can be equally good if the child puts creative feeling into it and is expressing his own mood. Sound standards of comparison are used freely.

Professor Cizek, the world's greatest teacher of art to children, was asked at an exhibition, "How do you do it?" "But I don't do," he protested. "I take off the lid, and other art teachers clap the lid on—that is the only difference. All children have something to express and it is the effect on them and on their development that is important, and not the finished product."

ART NOT AN ISOLATED SUBJECT

The progressive principal with a modern philosophy of education leads his teachers to see art as an integral part of the whole program, never as an isolated subject. Art is really a means for vitalizing and motivating other subjects. Drawing actually plays a minor part. Art education is a practical subject giving every child the fundamentals necessary to appreciate and enjoy art, and to use the principles of good spacing, fine proportion, appropriate design, harmonious color in everyday situations of modern life. Art as taught in modern schools contributes not only to the creative expression of children, but in addition develops appreciations that will insure a group of citizens who will be consumers of beauty in their home and community life.

When the artist is alive in any person, whatever his kind of work may be, he becomes an inventive, searching, daring, self-expressing creature. He becomes interesting to other people. He disturbs, upsets, enlightens, and he opens ways for a better understanding. Where those who are not artists are trying to close the book, he opens it, shows there are still more pages possible. * * *

Museums of art will not make a country an art country. But where there is the art spirit there will be precious work to fill museums. Better still, there will be the happiness that is in the making. Art tends toward balance, order, judgment of relative values, the laws of growth, the economy of living—very good things for anyone to be interested in.¹

¹Robert Henri. *The Art Spirit*. Philadelphia: J. B. Lippincott Company, 1923.

COUNSELING IN THE ELEMENTARY SCHOOL

ARTHUR H. POLSTER, *Vice-principal, Lincoln Elementary and Junior High School, Sacramento*

Counseling, in terms of the elementary school, may be defined as consciously assisting the pupil to make the best possible adjustments to his home, school, social, and other factors of his environment, in keeping with his physical and mental make-up, by means of an organized program. While it may be contended that this in reality embodies the chief objective of all education, it is probable that all too often this problem of individual and group adjustments is lost sight of in the maze of subject-matter objectives and teaching routines. Counseling has as its purpose paving the way to permit education to achieve its specific aims. Thus, there need be no conflict of objectives since counseling is a vital part of the whole educational program. As here considered, counseling refers primarily to organized procedures of collecting data, recording and filing them, and using them according to acceptable techniques, in helping boys and girls of the elementary grades to recognize and solve their own problems more confidently, more happily, and more adequately.

Organized counseling service, up to the present, has been confined mainly to the secondary school level. Originating in the high school it has descended to the junior high school but no further down, except in some of the more progressive city systems and some special or experimental schools in connection with teacher training or corrective institutions. This is the natural outcome of its inception, namely, a service planned to help high school students who were faced with making certain definite choices, including the very important one of choosing a vocation. While the vocational aspect received first attention, counseling soon spread into other fields, commonly referred to as educational, social, moral, physical, recreational, etc. The present trend of emphasis is more toward the development of a well integrated personality and with less emphasis on the vocational phase, especially in the junior high school. Secondary schools, generally, have developed some kind of organized service with such agencies as the counselor, the homeroom teacher, a testing program, the interpretation and use of test results, the building of case records, etc. In smaller schools, where the employment of a counselor has been impossible, the principal usually has assumed that role.

In this development the elementary school, particularly in grades one to six, has been largely neglected, except, perhaps, in the testing

phase. In fact, some educators have maintained that organized counseling should not be instituted below the seventh grade where the junior high organization prevails and the ninth grade in the older 8-4 grouping. Others recognize the importance of giving careful attention to unadjusted children, whatever their grade placement, from their first contact with the school in the kindergarten or the first grade.¹

The point made here is that if maladjustments are apparent in the junior and senior high schools, the causes for them usually did not develop suddenly. They may have been present for years, sometimes originating even during the preschool years. Why wait, therefore, until a child reaches the secondary school level before his problems are given attention? It is poor educational procedure to lock the barn after the horse is stolen. It is much better to recognize and diagnose the symptoms of maladjustments in time to prevent their development or at least to attempt to correct them as soon as possible after they occur.

It is not meant to imply that the modern elementary school has not attempted to assist children to make satisfactory adjustments. Probably, no one would deny that an understanding teacher, adequately trained in child development, as well as in knowledge of subject-matter and methods, can do much to help her pupils to achieve more satisfying accomplishments and happier, better adjusted lives. Backed by an alert and cooperative principal, such a teacher may well become a competent and effective counselor. However, such service up to this time has been largely incidental as well as accidental. A planned organization of this service exists in few elementary schools. Furthermore, many teachers and principals as well, have no clear concept of counseling as a continuous process. No individual records are gathered and centrally filed or passed on as the child progresses. The diagnosis and prescription, even though apparently successful, is lost to future practitioners contacting the same patient with similar maladjustments.

Progressive elementary schools are credited with building their courses of study or curricula in terms of the needs of the child.² That, in itself, is definitely an adjustment service when it actually obtains. It implies a recognition of individual differences, as related to abilities and needs, and expressed in adapted materials and teaching procedures. Washburne³ aptly calls it adjusting the school to the child, rather than adjusting the child to the school. This, of course, may be considered as counseling on a broad scale. However,

¹ Koos, L. V., and Kefauver, G. N., *Guidance in Secondary Schools*. New York: The Macmillan Co., 1932, p. 25.

² Henry J. Otto, *Elementary School Organization and Administration*. New York: D. Appleton-Century Co. 1934. Pp. 72-76.

³ Carleton Washburne. *Adjusting the School to the Child*. Yonkers-on-Hudson, New York: World Book Co. 1932. 189 pp.

even in such a situation the individual adjustment problem, other than in subject matter materials, can be easily sidestepped and largely neglected. In fact, it may pass entirely unrecognized, except temporarily perhaps, when discipline situations arise and demand some solution.

There are some illustrations of organized counseling services on the elementary school level that are noteworthy. The Division of Psychological Service and Pupil Adjustment in the Horace Mann School of Teachers College, Columbia University, serves the entire school from kindergarten through the senior high school grades¹. This service is staffed by experts and operates on a clinical basis. Another outstanding example is found in the Winnetka schools². In this case mental hygiene receives the major emphasis in adjustment procedures, with a clinical staff but no regular counselors. Undoubtedly a number of other good examples of organized counseling activities exist in other progressive schools systems. Often, however, these services are imposed from outside the faculty of the school resulting in a lack of understanding and cooperation. Some of these kinds of clinical service also touch chiefly only the seriously maladjusted child, while often neglecting the less obvious maladjusted individual.

The question arises as to whether there should be a counselor in the elementary school, assigned to similar duties as the counselor in the junior or senior high school. This would appear to be unnecessary, due to the fact that in the elementary school a teacher usually directs the work of her pupils for a large portion of the day, or even for the entire day in many schools. This gives her the opportunity to know her children much more intimately as real individuals needing varied kinds of attention and help. In the secondary school where a child meets a different teacher almost every period of the day an entirely different situation exists, requiring the services of a counselor who may more intimately come in contact with the problems of the individual. Furthermore, the modern elementary school principal can give more time to counseling activities than is possible for the principal in the usually larger and more mobile secondary unit. The elementary child is also still quite far removed from those critical decision making periods that face him when he reaches the secondary school level. The elementary teacher thus in reality may be a counselor, a homeroom teacher, and a subject-matter teacher combined. This offers an exceptional opportunity for effective work in the field of counseling.

¹C. W. Flemming. *Pupil Adjustment in the Modern School*. New York: Bureau of Publications, Teachers College, Columbia University, 1931. Chap. I.

²Carleton Washburne. "Mental Hygiene in the School." *Educational Method*, XIV (January, 1935), 167-71.

In conclusion, then, it seems that the modern elementary school might well become more vitally interested and active in an organized counseling program. Such a program would require teachers trained in counseling techniques; an organized system of collecting and filing data about individual children; plans for the adequate use of these data; and a principal able to coordinate and integrate these services to make them function in the interests of the boys and girls in the school. The modern elementary school of today cannot escape facing the problem of improved counseling services if it is to be most effective.

THE PLACE OF THE CREATIVE ARTS IN MODERN EDUCATION

This article is a report of a panel discussion conducted at the State Conference of Supervisors and Directors of Instruction and Supervisors of Child Welfare and Attendance, held in San Francisco, February 4-5, 1935, on the question: What is the place of creative arts in modern education?

The material presented here not only indicates significant points of view on problems of art instruction in the elementary school, but also shows how panel technique of group discussion functions. The personnel of the panel discussion was as follows:

Chairman: Noel Keys, Associate Professor of Education, University of California.

Speaker: Doris E. McEntyre, Supervisor of English and Dramatic Art, Oakland Public Schools.

Panel: Josephine Murray, Supervisor of Music, Tulare County; Aaron Altmann, Director of Art, San Francisco; Eva Gildea, Elementary Supervisor, Piedmont; Harriet B. Spurr, Supervisor of Art, Sacramento; Mrs. Alice B. Wells, General Supervisor, Marin County.

ADDRESS BY MISS MCENTYRE

Modern education is marked:

First, by a new interest in each individual boy and girl as a unique, active, responsive person.

Second, by a new interest in his growth as a wholesome, happy, responsive, individual capable of adjustment to other people who live and work with him.

Third, by a new interest in his delights, his joys, his developing appreciations, his potentialities as an expressive, creative person.

Fourth, by a new interest in his vivid, immediate life, in the value of that immediate life, and in its possible enrichment here and now.

Fifth, by a new realization of the value of those experiences which were not included in the school program of the past but which are capable of contributing real joy and satisfaction to the lives of young people that they must be given place and time within the hours of the school day. In a word, by the realization of the increasing place which the arts have won in the school experiences of each boy and girl.

Sixth, by a willingness to turn aside from an exclusive concern with the three R's with the fundamental skills, so that time and space

may be given from the very outset for the development of an enjoyment of those arts which will lead eventually to the growth of persons who are capable of living colorful, enriched, responsive lives.

These are only a few of the distinguishing marks of modern education. It concerns itself ever more deeply with the amazing expressive potentialities of the developing boy and girl, with his relationship to other persons in his group, and with possible ways and means whereby this social development may be brought about and made so complete that he is sure to enjoy a sense of comradeship while he is at work with others, and he may become each day a more gracious, cooperative, companionable person.

It is immediately evident, when one considers the deepened concept of modern education, including as it does a constant concern for the welfare of the whole person, that the emotional growth, as well as the intellectual growth of boys and girls, must be given an increased emphasis.

The creative arts should certainly be given a large place, increased time, and increasing emphasis in our modern elementary schools because they, above all other possible activities, help to develop and to release those affirmative, joyous emotions, those active responses which lead to wholesome individual growth and to eventual satisfactory social adjustment in an increasingly complicated and mechanized world.

The keynote for this discussion as to the value of the creative arts in modern education was struck at the Conference of Educators in Geneva, Switzerland, two years ago. The chairman, Dr. Gilbert Murray, in opening the conference, said to the teacher delegates gathered from the four corners of the earth,

As I see it, our problem is *one*, whether we come from the North or the South, the East or the West. We are born into a world of beauty and it is our function as teachers to open the eyes of boys and girls so that they may see that beauty.

It is our happy privilege, furthermore, to reveal to each boy and girl his own potentialities for the actual creation of beauty. This expression is sure to bring him some degree of satisfaction and, if he is fortunate, it will bring increased delight to his fellows as well.

The modern teacher must be, in a sense, the artist, the seer herself. She is the guide who first flings open the windows of the world for her boys and girls, flooding the spot where they stand with the wholesome sunlight of created beauty, filling their eyes, their ears, their hearts with its warmth and its radiance. Then, if she be a truly creative teacher, she leads each one of them to open a window outward from his own imaginative and feeling life. Through that personal window new light, new beauty, may eventually flow outward to add a special glow and glory to the life of its possessor.

The great social reformer, Tolstoi, has expressed the essence, or the meaning of the arts in the life of man, in a very significant fashion. He said, in brief, that art is more than objectified pleasure or delight. Art is interpretation, and the one quality necessary, indispensable to all art expression, is a *genuine, emotional impulse on the part of the creator or maker*. It is the teacher's responsibility to awaken and to evoke that genuine, emotional response to beauty which will eventually result in some art expression from her pupils.

What are the forms of creative art expression which we may hope to develop in the first seven or eight years of our association with boys and girls in the elementary schools? Certainly teachers have demonstrated the place of painting, drawing, and plastic art in the modern school. From the kindergarten through the sixth grade, children reveal a delight in color and form, and a surprising courage and an eagerness to catch their feeling about the beauty of the world in some unique expression. One has only to visit an exhibit of children's work in art to be convinced of their ability to express their responses in glorious color and unique form.

Paintings made by individuals or by groups of children in our modern schools show an arresting sincerity, a dynamic interpretation of the impressive beauty of the world that is often moving and unforgettable. For example: A twelve-foot mural made by two eleven-year-old boys showed the workers on the Bay Bridge in vivid blue and brilliant green against a background which showed the vivid red-orange framework of the structural steel. The power, the sweep, the sincerity of the piece of work stir those who see it. A mural recently completed by two boys showed a sturdy worker standing triumphantly against a diagonal brace of red-orange steel. Made in three days on a rude piece of sacking, the expressive quality in the work startles one. Certainly glorious dreams abide in the hearts of these children. They see the world bathed in rare color, imbued with deep meaning. We have only to give time and materials, provide honest encouragement for them, and the expression will flow forth to surprise and delight us.

Significant work in plastic art has been developed by children. The delight in moulding clay, so as to catch the rhythm in a dancing figure, a favorite dog, a plunging horse, or even a face, has been frequently demonstrated by children from nine to eleven years of age.

Music, once thought of only as a finished art form to be experienced in its perfection and reproduced by children, has been revealed as one of the most telling means for releasing the latent creative abilities of boys and girls. In our modern schools, children not only sing and play the fine music of the masters, they make their own tunes occasionally and sing their own songs proudly. They catch new rhythms with percussion instruments and use them to accompany their plays or their dances.

The creative use of rhythm in dance, that springs from sincere inner feeling, dance that interprets a mood or occasionally a story, is growing in our schools. This form of expression, like so many others, was at first shackled and devitalized by imitative techniques. From such stereotyped misuse it is gradually being freed and the future should see this form of creative art expression developing as a fine, independent releasing force for our children. From the very dawn of mankind's tribal life he has danced; his early worship, his rejoicing, his supplication was expressed in movement to rhythms of his own devising. There is a glorious freedom and a satisfaction in this form of art expression unguessed in many schools as yet. If the fine enthusiasm for real dance, generated by the sincere young teachers of this generation, can make its way into the public schools, driving out the old mimetic forms, we shall soon see surprising and beautiful results.

The development of creative writing in verse and in prose has shown teachers the depth of the feeling life of even their youngest pupils. The work in language arts, so long confined to the expression of cold thought of little significance to the writer, has been gradually released into new channels. Teachers have been stirred by the work of Hughes Mearns, and others of lesser fame but equal vision, who have encouraged boys and girls to express their own sincere feeling in word patterns that were thoroughly satisfying to them. The originality, the freshness, the vigor that has marked this creative writing has awakened hundreds of teachers to a realization of the possible importance of this work. The group poems, as well as the individual poems of boys and girls, have demonstrated their ability to snare their thoughts and their feelings in webs of words that are often memorable. Although they do not create great poetry, destined for immortal life, there is an unquestionable delight on the part of the young authors who make these word patterns and their appreciations are surely deepened by their successes.

Dramatic art, like the dance, one of the ancient ways by which mankind has relived his experiences, enhancing them by presenting them for an audience, has certainly come into its own proper place in the schools of today. Here the group may work happily together for days to re-create a story, or a play with such enthusiasm and vigor that each participant enters a whole new world of experience. It is almost impossible to over-estimate the social value of dramatic activities in the life of boys and girls in our elementary schools. The working together to create their play brings about countless adjustments to new situations in which many children share their responsibilities. Those who have worked with this type of creative activity have been amazed by the power in interpretation that is revealed as children work together. The beauty that they create, when they

are freed to interpret the inner meaning of a story or a play within their comprehension, is stirring to see.

Creative dramatic art often provides an opportunity for the weaving together of many arts—music for background, painting of costumes and setting, dance to heighten the mood of the story, and creative writing for prologue, epilogue, or even conversation when the play was not available in satisfactory form. There is need for patience and faith on the part of the teacher, if this type of activity is to be developed creatively with the feeling of all the participants expressed to the fullest extent.

When the creative arts and their place in our developing education are considered, we must look at them from a special angle. We at once turn our attention from the end product to the process; from the finished form to its first rootlets; its first formulated expression in the work of young enthusiasts. We shall note in all the creative art expressions of our boys and girls a freshness, an individuality that is deeply satisfying. But it is not that intrinsic product which should hold us, but rather the *effect of its creation* on the person who brought it to life.

This special point of view has been beautifully expressed by Rudolph Lindquist, Director of the Experimental Schools at Ohio State University. He has said,

Here one's planning must take its point of departure from what the creation means to the creator rather than from the canons of art. Also one must realize that it may be the experience of all to somehow or other bring forth in line or mass or color or bodily movement or language or musical tones or speech, one's feeling for beauty. We must realize that this expression of one's individual feeling for beauty is an experience of which all children are capable and for *lack* of which many a life is starved or blighted.

The very nature of the experience precludes a standardized procedure. Here the student must follow largely the promptings from within. It is for the teacher to encourage those promptings which are likely to result in aesthetic satisfaction. It is her function to develop the learner's confidence in his unique powers and to help him find a satisfying expression of them.

The creative arts have been winning their way slowly into the modern elementary schools. Parents, teachers, and administrators are coming to realize the function of the arts in the refining of emotions and the development of responsive, expressive persons.

While experimental schools have long recognized the function of the arts in developing appreciations, the public schools have shown some reluctance to launch forth boldly with a complete program in the arts as strong as that which they have now developed in the fundamental skills. This should be done, if the schools are to help boys and girls meet the challenge of the constructive use of leisure time during the next ten to twenty years.

The creative arts discussed here should be given time and space for development in every school which is meeting the actual needs of modern boys and girls who are living in a highly mechanized and a rapidly changing world. The modern school, where the arts could be richly developed, may be characterized as—

First—a place where freedom is permitted for teacher and pupil in an atmosphere of friendliness, encouragement, appreciation, and stimulation.

Second—a place where the artist teacher herself is developing with her pupils, growing in her own power of expression.

Third—a place where scientific experiments are not allowed to crowd out creative efforts.

Fourth—a place where aesthetic values are respected, where experiment is encouraged, and where regimentation is absolutely banned.

What remains to be done if further development of the arts is to be encouraged and insured in our public schools? Certainly there must be a general recognition of the fact that the arts can no longer be thought of as embroideries, the embellishments of life, but rather as the means for developing and releasing expressive, well-adjusted persons who are capable of some active interpretation of life in which beauty is given its rightful place.

There must be a more general recognition of the fact that conduct has its roots in emotion, and that the emotions of youth, if they are to be refined and directed into wholesome channels, must be given an opportunity for active expression through the arts.

There must be, finally, a willingness on the part of supervisors and administrators to encourage teachers who are attempting to find their own way in one or another of the arts.

Stevenson's words point the way for us in the arts. "To travel hopefully is a better thing than to arrive and the true success is to labor."

PANEL DISCUSSION

CONDUCTED BY DR. KEYS

MR. ALTMAN: The subject has much inspiration for me. The teacher must see the thing as the artist sees it. All creative expression does not come from the eye itself; we must have that inner vision. There must be that inner something that causes us to feel the thing that we express. No educated person has it any more than the little child. The child works entirely through feeling, and that is why he produces the thing that he does.

From Miss McEntyre's question, "Is the desire for creative expression in the arts present, latent, if not active in all normal boys

and girls?" I would say it is there and we may foster it, we may aid it, or we may act as a detriment at times.

Many teachers are trained to teach art, but they hinder rather than help creative effort. Some have been so drilled on technical points, that they forget such things as emotion and that the only technical use should be in the color to be applied. All those technical things are harmful, crowding out the things that should not be crowded out.

The teacher is no longer subject to any method of teaching art, but has an understanding of child life. She has the vision to let the children express what comes out of their imaginative life. The pictures they make only are their own spontaneous productions.

In answer to another of Miss McEntyre's questions: "Why have the creative arts won their way so slowly in the public schools?" May I answer that many say the child has no talent for art. The child hears that said and comes to school with the same idea. Teachers should talk to the general run of parents and let them know the spark is there, all it needs is kindling.

MISS GILDEA: Art is not just a matter of feeling. Art is creative if the child has a new idea or thought. Even the rearrangement of old factors result in a new form.

MR. ALTMANN: George Sterling visited Yosemite, and, as a result of the marvel of nature he had seen, he wrote a poem entitled "Yosemite." In it he has expressed that which anyone could express who has felt the thing emotionally. The same principle could be applied to children and to their creative expression in words.

MISS MURRAY: We need to break down the prejudices of teachers and the traditions in communities and schools before we can get anywhere in developing the creative arts in children. Teachers must know the value of these activities. I have in mind a one-teacher school where the teacher tried to develop the art of music, although she was not a musician herself, but appreciated it. Although nothing musical came out of it, a book of poetry did emerge. Because the opportunity for music was limited, something else creative came out of it. Teachers need not really be artists themselves, so long as they have genuine appreciation for art and for the expression of feeling in an art form.

MISS GILDEA: Sometimes children lose confidence through too early criticism of what they produce.

STATEMENT FROM THE FLOOR: In answer to the question: "What practical helps might well be made available for the teachers now in service if the arts are to flourish more fully in our public schools today?" I should like to state that the school should be

built with facilities for materials and wall space. That would make it easier for the teacher and children and all concerned.

STATEMENT FROM THE FLOOR: People are too anxious to see results instead of allowing the children to develop slowly, gradually in a way that is satisfying to them.

MISS SPURR: It had been my experience that very few teachers feel they have the talents to teach creative arts. Every teacher is an artist herself in some line. She can guide her pupil along her own line. She may let the child go as far as he likes, particularly if she feels the importance of the thing he is expressing. The talent is there and should be developed.

MRS. WELLS: It is a changing world, and changing social and economic conditions have certainly given more leisure time. The modern teacher should see the place of creative arts in play, in leisure, and be willing to develop an opportunity for the person, so that he may use that leisure time more profitably.

DR. KEYS: Do you think there is any danger in attempting to bring all the arts into far closer connection with one unit of work, whatever that unit may be?

MRS. WELLS: Though some things must be drilled, the child must want to know them. Teachers should not try to tie all the arts into a unit of work. They take a different part in the program of the day. One child may be working on the art and have an inner urge to feel that way, while another may feel differently.

MISS McENTYRE: You would free the teacher of that feeling of responsibility for tying her activities together?

MRS. WELLS: Yes, I would free the teacher from the traditional feeling that they have about units of work. Teachers must have that freedom if they are to guide our children creatively.

DR. KEYS: Can achievement in the realm of the creative arts be evaluated? What are the standards of accomplishments in the arts? Are standards either desirable or feasible in art instruction? The modern school approach to working with the creative arts should be from the point of view of expression, and the desire to express. The enthusiasts are, as a rule, too impatient to state what they are looking for and they are going to under-evaluate the work. If we are going to have some standards, what are they going to be?

STATEMENT FROM THE FLOOR: In Pittsburg schools, pupils are becoming interested in music. They are writing their own songs and getting the primitive type. They know nothing of technical music, but they say something and the teacher takes notes. They have thus become interested, and every child is striving to make his music beautiful.

STATEMENT FROM THE FLOOR: It is impossible for the teacher to use songs that have been created. All teachers are not musicians.

MISS MURRAY: From the fourth to sixth grades the children can do their own work in creating songs. One needs to be steeped with beautiful music in order to be able to lead this type of work.

STATEMENT FROM THE FLOOR: Isn't there anything we can do to overcome fear and a sense of lack in the teacher?

STATEMENT FROM THE FLOOR: I am trying to instruct my teachers to take down their own notes. I have had children sing songs composed that way.

STATEMENT FROM THE FLOOR: I think it is more important that the child's opinion be taken into consideration in the program which he is following. We must never let our interest in the finished product that the child has made lead us to forget the *process* that has brought it forth.

QUESTION FROM THE FLOOR: Should we wait to see what the finished product is before discussing it with the child?

STATEMENT FROM THE FLOOR: We should wait until the child is finished. He may be dissatisfied with the finished product because it is not like something he had in mind. The very creation will have developed a tremendous amount of growth in the child.

MR. ALTMANN: Dr. Keys have you in mind a standard of tests? You are discussing drawing and calling it art. It is harmful to evaluate a work in a standardized way.

STATEMENT FROM THE FLOOR: I have visited a school and seen what was considered the best work of the last term. I believe the children could do better. The teacher should be given some standards of selecting further, finer work.

STATEMENT FROM THE FLOOR: If you do go in and evaluate the work from the standpoint of selecting the qualities that a lesson will bring to you, what about a child who has done something in that particular line? Wouldn't you retard that growth?

STATEMENT FROM THE FLOOR: My judgment of that work will not be before that class, but only before the teacher. The teacher should take the child from where she finds him and go on.

MISS GILDEA: Doesn't that throw a responsibility on the teacher about something she doesn't know much about?

STATEMENT FROM THE FLOOR: The teacher is the only one who knows that child, who knows his aims and his ambitions. She is, therefore, the only one able to comment on his creative work.

DR. KEYS: Nothing has been said so far on the field of literary composition. May we have something on that aspect of the subject?

STATEMENT FROM THE FLOOR: A child may be good in one thing and not so good in the other. In his "good" subject he should be

judged, but the danger of exploitation in that field would present some dangers for the child.

MISS McENTYRE: Would you agree, however, that this boy or girl should have an opportunity to find his way in creative expression which he could enjoy?

STATEMENT FROM THE FLOOR: The child should be allowed to do the thing that meant the most to him.

MISS McENTYRE: I am confident that the final appreciation is not damaged by this long waiting, and the possible slight success.

STATEMENT FROM THE FLOOR: Every teacher is an artist herself. Some become interested in art which may lead to an interest in literary works or to an interest in dance or music because these things are all related to each other.

QUESTION FROM THE FLOOR: Are all the arts to be taught together?

STATEMENT FROM THE FLOOR: It is absolutely not possible to try to throw everything together. Too much is lost by forced correlations.

STATEMENT FROM THE FLOOR: Some teachers who thought they had no ability in the arts have developed power gradually in some of the art subjects and they have led their classes into some very wonderful expressions. I believe it is a good thing not to limit a teacher but to give her faith in herself and an idea of initiative. Here is a chance in this work to have teachers grow in one art field first and then gradually into others.

DR. KEYS: Miss McEntyre brought up the question: "What are the first steps for the successful introduction of work in creative art?" It is imperative that the teacher should be free to experiment on all lines or in those that appeal to them most.

STATEMENT FROM THE FLOOR: The first steps should be taken in the home. Parents should give the children a chance to develop an interest in the creative arts.

MR. ALTMANN: I have frequently met parents who thought their children had talent. But very often what the children do at home is merely copy work. They can not continue on the same lines in school, but the parents do not understand this.

STATEMENT FROM THE FLOOR: The problem is developing the right attitude and a tolerance and appreciation of all of the fine things that are going on now in our schools. Parents should try to send children to school with this appreciation. Teachers can not teach them everything but they can give them the right attitude which will enable them to go on through with confidence in their own expressive powers.

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